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ABSTRACT

The National Center on Educational Outcomes (NCEO) has formulated a conceptual model of educational outcomes, including eight major domains, that is appropriate for all students, including those with disabilities. This document presents the results of matching 17 states' expected outcomes and the NCEO outcomes at the level of school completion. States included: Arkansas, Colorado, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Michigan, Minnesota, New Hampshire, New Mexico, New York, Texas, Vermont, and Virginia. The analysis was conducted by matching states' goals to NCEO's domains, outcomes, and indicators, and matching NCEO domains, outcomes, and indicators to state goals. In general, the matching activity suggests that there is considerable correspondence between domains and outcomes in the NCEO model and state outcomes. Each of the NCEO domains is addressed by at least two states, and the Academic and Functional Literacy domain is included in all 17 states' lists of expected outcomes. Most of the states had goals in at least five NCEO domains. There were few state outcomes that were not addressed in the NCEO model. (JDD)

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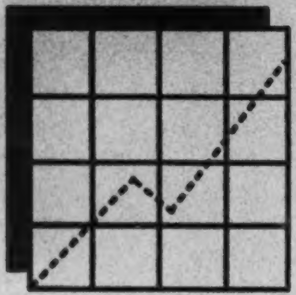

Matching State Goals to a Model of School Completion Outcomes and Indicators

National Center on Educational Outcomes

The College of Education
UNIVERSITY OF MINNESOTA

in collaboration with

St. Cloud State University
and
National Association of State Directors of Special Education

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Prepared by:
Gail E. Spande & Martha L. Thurlow

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The College of Education
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February, 1994

The National Center on Educational Outcomes (NCEO), established in 1990, works with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

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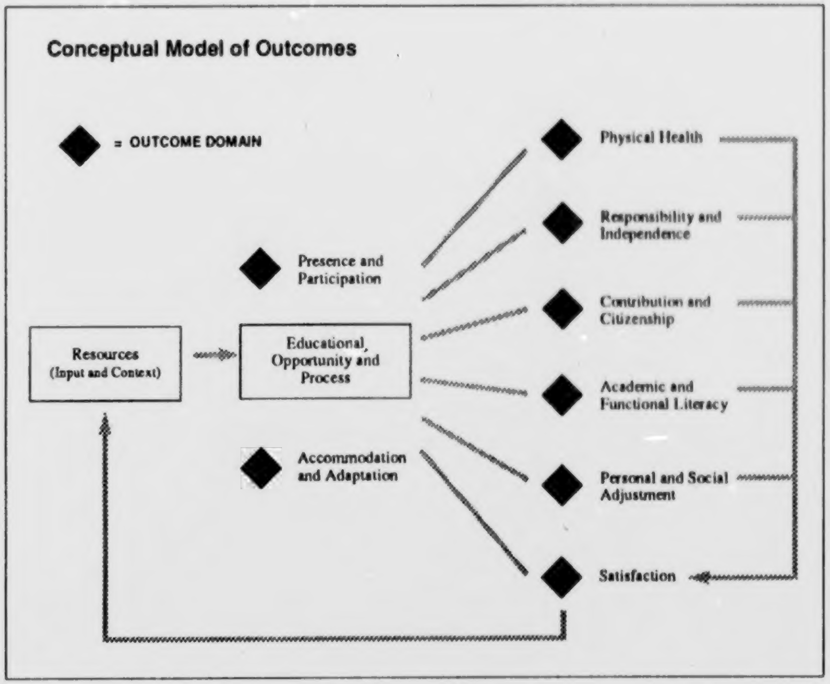
OVERVIEW

There is a whirlwind of outcomes-related activities in states these days. State Boards of Education are adopting lists of expectations that students are to achieve by the time they leave twelfth grade. These expectations may take the form of broad goals and a general list of indicators, or they may be detailed lists of specific competencies all students are expected to achieve.

States are involved in their outcomes-related activities at the same time that the National Center on Educational Outcomes (NCEO) is working with stakeholders to formulate a conceptual model of educational outcomes. This model, which includes eight major outcome domains (see Figure 1), is the result of an extensive set of consensus meetings involving many groups. The model is appropriate for all students, including those with disabilities (who are so often left out). There are several levels of the model: early childhood--age 3, early childhood--age 6, grade 4, grade 8, school-completion, and post school.

Figure 1

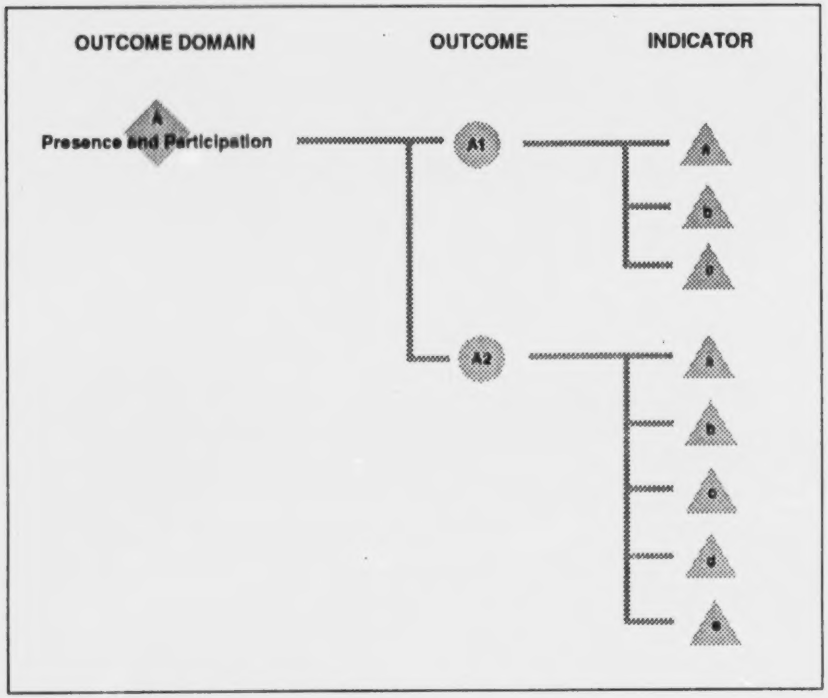

Conceptual Model of Outcomes
◆ = OUTCOME DOMAIN
Resources (Input and Context)
Educational Opportunity and Process
Presence and Participation
Accommodation and Adaptation
Physical Health
Responsibility and Independence
Contribution and Citizenship
Academic and Functional Literacy
Personal and Social Adjustment
Satisfaction

In Figure 2, the specific outcomes within each domain are provided for the school completion level. Indicators of each outcome also have been identified. The overall design, from domain to outcomes to indicators is shown in Figure 3 on the following page.

Figure 2

OUTCOME DOMAIN	OUTCOME	OUTCOME DOMAIN	OUTCOME
A Presence and Participation	**A1** - Is present in school	**F Academic and Functional Literacy**	**F1** - Demonstrates competence in communication
	A2 - Participates		**F2** - Demonstrates competence in problem-solving strategies and critical thinking skills
	A3 - Completes school		**F3** - Demonstrates competence in math, reading and writing skills
B Accommodation and Adaptation	**B1** - Makes adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains		**F4** - Demonstrates competence in other academic and nonacademic skills
	B2 - Demonstrates family support and coping skills		**F5** - Demonstrates competence in using technology
C Physical Health	**C1** - Makes healthy lifestyle choices	**G Personal and Social Adjustment**	**G1** - Copes effectively with personal challenges, frustrations, and stressors
	C2 - Is aware of basic safety, fitness, and health care needs		**G2** - Has a good self image
	C3 - Is physically fit		**G3** - Respects cultural and individual differences
D Responsibility and Independence	**D1** - Gets about in the environment		**G4** - Gets along with other people
	D2 - Is responsible for self	**H Satisfaction**	**H1** - Student satisfaction with high school experience
E Contribution and Citizenship	**E1** - Complies with school and community rules		**H2** - Parent/guardian satisfaction with the education that students received
	E2 - Knows the significance of voting and procedures necessary to register to vote		**H3** - Community satisfaction with the education that students received
	E3 - Volunteers		

Figure 3



One of NCEO's activities is to check the extent to which there is correspondence between states' expected outcomes and the outcomes encompassed in the NCEO conceptual model. This document presents the results of this matching process at the level of school completion. In this document, seventeen states' lists have been reviewed and matched to the model. In general, the matching activity suggests that there is considerable correspondence between domains and outcomes in the NCEO model and state outcomes.

Matching Procedure

Several decisions had to be made in order to match the outcomes, goals, and standards adopted by states to NCEO's list of outcomes and indicators. Thus, several points need to be made regarding the matching:

1. Some of the terms used by states to refer to expected outcomes are outcomes, standards, indicators and goals. We refer to them generally as state goals.

2. NCEO's model is presented in three levels: Domains - Outcomes - Indicators. Matching was done at each of these levels. In addition a fourth level of matching (based on state organization) was completed. More specifically, the four levels of presentation of matching are:

   Level 1: Level 1 is a chart of states' goals matched to NCEO's model at the **domain level**. There are eight NCEO domains. If the state had any goals that fit into a specific domain, an "X" was put in the box for that domain (see Chart 1).

   Level 2: Level 2 is more specific than Level 1. It is a chart of states' goals matched to the NCEO model at the **domain and outcomes levels**. That is, if the state had any goals that fit into one of the NCEO outcomes, we put an "X" in the outcome box and also in the broader domain box (see Chart 2).

   Level 3: This level maps the state goals to the NCEO model at the **indicator level**. The goals were matched to our indicator level if the state goal and the indicator were closely related (see Chart 3). If the goal didn't match an indicator, it was matched to an outcome or domain. The column at the far right lists the state goals that match the particular NCEO indicator, outcome or domain. State goals are represented with a code that uses the states' numbering system as much as possible. This code is also used in Level 4.

   Level 4: In Level 4, state goals are listed using each state's format as much as possible, and the NCEO domains, outcomes, and indicators are matched to them. The column on the left shows the code we assigned to each state goal. (This code is used in chart 3 in the right-hand column.) The column on the right lists the NCEO domains, outcomes, and indicators to which the goal most closely matches.

   Levels 3 and 4 provide a way to look at specific indicators. These two levels are presented so that specific examples of indicators of educational outcomes can be examined, either by starting with the NCEO model or with state models.

3. There was not always a perfect fit between the state goal and the NCEO model. The state goals sometimes contained more that one point and seemed to fall under more than one indicator, outcome or domain. The state goal was matched to as many domains, outcomes, and indicators as it seemed to match. Therefore, one state goal may be matched more than once to the model.

4. If a state goal did not seem to match any of the NCEO domains, the box with the NCEO code in Level 4 indicates "no match."

5. Some states listed goals that were not related to outcomes at the time of school completion, such as pre-school readiness, 10th grade test results, school funding level, etc. These goals were not matched to the NCEO **school completion** model. For each state, a description is given of the document used in the mapping and which goals, if any, did not apply to this model.

6. The matching should not be interpreted as an exact match. It is a fairly general match between the state goals and NCEO's model. The degree of specificity in the states' goals and the NCEO model are not always the same. Sometimes broad goals listed in the state document seemed to match a fairly specific NCEO indicator.

7. NCEO's outcome indicators are written in the form of finding a percent of the number of students that meet the particular indicator. For example, a typical indicator is: "Percent of students who are physically fit." Except for some areas, such as graduation rate, the majority of state goals are not written using this language. Although the form of measurement for the state goal and NCEO indicator may not be the same, the two were matched if the same general concept was discussed for both.

General Findings

The domain-level matching indicates that each of the NCEO domains is addressed by at least two states. The Academic and Functional Literacy domain is included in all 17 states' lists of expected outcomes. The other domains that are frequently covered by most states are Personal and Social Adjustment (14 states), Contribution and Citizenship (13 states), Physical Health (12 states), and Responsibility and Independence (12 states). Satisfaction is addressed by only two states and Accommodation and Adaptation by just three states. States range from having goals that matched two of NCEO's domains (Colorado and Louisiana), to having goals in all eight domains (Indiana). Most of the states had goals in at least five NCEO domains.

The outcome-level matching indicates a high degree of overlap between states' goals and NCEO outcomes. When states had a goal that matched an NCEO domain, they often matched on several, if not all, of the related NCEO outcomes also. For example, six of the ten states that had any goal in the Presence and Participation domain (Domain A) had goals that matched all three NCEO outcomes in that domain. Of the 12 states that had a goal addressed by Domain D (Responsibility and Independence) seven had goals in both of the NCEO outcomes in that domain. For Domain H (Satisfaction), both states that had goals address this domain also had goals in the three NCEO outcomes in that domain.

Further analysis of states' outcomes indicated that there were few state outcomes that were not addressed in the NCEO model. Development of creativity was an outcome identified by one state but not the NCEO model.

Overall, the matching exercise suggests that states' list of goals and expectations match quite closely to NCEO's model of outcomes and indicators for students completing school.

LEVEL 1 MATCHING

In Level 1, states' goals are matched to the eight NCEO domains.

State Codes:

AR = Arkansas
CO = Colorado
FL = Florida
GA = Georgia
HI = Hawaii
IN = Indiana
KS = Kansas
KY = Kentucky
LA = Louisiana
MI = Michigan
MN = Minnesota
NH = New Hampshire
NM = New Mexico
NY = New York
TX = Texas
VT = Vermont
VA = Virginia

CHART 1

NCEO DOMAINS	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA
A. Presence and Participation		x	x	x		x	x		x	x		x			x		x
B. Accommodation and Adaptation						x				x					x		
C. Physical Health	x		x	x	x	x	x	x		x			x	x		x	x
D. Responsibility and Independence	x		x	x	x	x		x		x	x	x	x	x		x	
E. Contribution and Citizenship	x		x	x	x	x	x	x		x	x	x	x	x		x	
F. Academic and Functional Literacy	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
G. Personal and Social Adjustment	x		x	x	x	x	x	x		x	x	x	x	x		x	x
H. Satisfaction						x									x		

LEVEL 2 MATCHING

In Level 2, states' goals are matched to the eight NCEO domains and the outcomes within the domains. In addition to indicating matches in domain areas, the chart shows matches between state goals and outcomes wherever this degree of similarity was found.

CHART 2

	DOMAINS AND OUTCOMES	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA
A.	Presence and Participation		x	x	x		x	x		x	x		x			x		x
1.	Is present in school		x		x		x	x		x			x			x		x
2.	Participates		x		x			x			x		x			x		x
3.	Completes school		x	x	x		x	x		x	x		x			x		x
B.	Accommodation and Adaptation						x				x					x		
1.	Makes adaptations, accommodations, compensations necessary to achieve outcomes in each of the major domains						x				x					x		
2.	Demonstrates family support and coping skills																	
C.	Physical Health	x		x	x	x	x	x	x		x			x	x		x	x
1.	Makes healthy lifestyle choices	x		x			x	x	x		x			x	x		x	x
2.	Is aware of basic safety fitness and health care needs	x				x	x		x		x			x	x			
3.	Is physically fit													x				
D.	Responsibility and Independence	x		x	x	x	x		x		x	x	x	x	x		x	
1.	Gets about in the environment	x		x	x	x	x				x			x				
2.	Is responsible for self	x		x	x	x	x		x		x	x	x	x	x		x	
E.	Contribution and Citizenship	x		x	x	x	x	x	x		x	x	x	x	x		x	
1.	Complies with school and community rules							x					x					
2.	Knows the significance of voting and procedures necessary to register and vote				x	x	x											
3.	Volunteers	x					x						x				x	

DOMAINS AND OUTCOMES	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA
F. Academic and Functional Literacy	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1. Demonstrates competence in communication	x		x		x	x	x	x		x	x		x	x		x	x
2. Demonstrates competence in problem-solving strategies and critical thinking skills	x		x		x	x	x	x			x	x	x	x		x	x
3. Demonstrates competence in math, reading and writing skills	x		x		x	x	x	x		x	x		x	x		x	x
4. Demonstrates competence in other academic and nonacademic skills	x		x	x	x	x		x		x	x		x	x		x	x
5. Demonstrates competence in using technology	x		x			x		x			x		x	x		x	x
G. Personal and Social Adjustment	x		x	x	x	x	x	x		x	x	x	x	x		x	x
1. Copes effectively with personal challenges, frustrations, and stressors	x							x		x	x					x	
2. Has a good self image	x		x	x	x	x		x		x				x		x	
3. Respects cultural and individual differences	x		x	x			x	x			x		x	x		x	
4. Gets along with other people	x		x	x		x	x	x		x	x	x	x	x		x	
H. Satisfaction						x									x		
1. Student satisfaction with high school experience						x									x		
2. Parent/guardian satisfaction with the education student received						x									x		
3. Community satisfaction with the education that students received						x									x		

LEVEL 3 MATCHING

In Level 3, states' goals are matched to the NCEO domains, outcomes, and indicators. If possible, matches were made first with the indicators. If this was not possible, then states' goals were matched with the outcomes, then the domain. The column at the far right lists the specific state goals that correlate to the NCEO outcome or indicator. See the Level 4 matching for state goals in the order they are presented by the state.

CHART 3

NCEO DOMAINS, OUTCOMES, AND INDICATORS	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA	STATE GOALS
A. Presence and Participation			x															FL - 2.2.1, 2.2.2
1. Is present in school		x																CO - G-4
a. Absenteeism rate during last year of school (differentiated for reasons of suspension, medical/health, truancy, and other)				x		x	x		x			x			x		x	GA - 4a, 7d, 7e, 7h, 7i, 7j, 7k, 7l, 7m; IN - 10.1.1; KS - 3.1.1, 3.1.3; LA - 1, 4; NH - 8, 14; TX - AI-6, SE-9; VA - SE-1
b. Percent of students excluded from their typical school placement																		
c. Percent of students attending residential settings (in and out of state), separate schools, separate classes																		
2. Participates				x						x							x	GA - 3E; MI - SCD-1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3
a. Percent of time students participate actively in general education classrooms during last year of school		x		x			x					x			x			CO - 1.7; GA - 2j, 2k, 2l, 2m, 2o, 2p, 2q, 2r, 2s, 2t, 4l, 7o, 7p; KS - 1.2.3; NH - 9; TX - AI-5, 5a, SE-8
b. Percent of time students participate actively in community activities during last year of school																		
c. Percent of time students participate actively in extracurricular activities during last year of school				x								x						GA - 7n; NH - 10
d. Percent of students who participate in district, state, and national testing programs				x											x		x	GA - 2c, 2d, 3d, 4h; TX - AI-2b, 2d, 3, 3a; VA - SE-10
e. Percent of students who have had employment experience (through school programs) before leaving school																	x	VA - SE-6

NCEO DOMAINS, OUTCOMES, AND INDICATORS	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA	STATE GOALS
3. Completes school			x														x	**FL** - 2.1.1; **VA** - SE-7, SE-8
a. Percent of students who graduate with a diploma		x		x		x	x		x	x		x			x		x	**CO** - G-1, I-1; **GA** - 1c, 1d, 3a, 3b, 3c; **IN** - 10.1.1, 10.1.2; **KS** - 1.2.1; **LA** - 2; **MI** - LD-1.1, SLI-1.1, EI-1.1, VI-1.1, HI-1.1; **NH** - 11; **TX** - AI-4, 4a, SE-9; **VA** - SE-2
b. Percent of students who earn a certificate of completion/attendance						x												**IN** - 10.1.2
c. Percent of students who earn a GED diploma						x												**IN** - 10.1.1
d. Percent of students who drop out				x		x	x		x						x		x	**GA** - 1a, 1b, 4b; **IN** - 10.1.1; **KS** - 1.2.2; **LA** - 3; **TX** - AI-7, 7a, SE-9; **VA** - SE-2
B. Accommodation and Adaptation										x								**MI** - VI-2.1, HI-3.1, 3.3
1. Makes adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains						x									x			**IN** - 10.1.8.9, 10.1.8.11; **TX** - AI-2d
a. Percent of students who demonstrate adaptation/accommodation/ compensation skills required to move about in their environments						x				x								**IN** - 10.1.8.12; **MI** - VI-4.1, 4.2, 4.3
b. Percent of students who demonstrate adaptation/accommodation/ compensation skills required to communicate						x				x								**IN** - 10.1.8.2; **MI** - SLI-4.1, 4.2, HI-4.2, 5.3
c. Percent of students who demonstrate adaptation/accommodation compensation skills required to read										x								**MI** - VI-1.2, 1.3, 3.1
d. Percent of students who demonstrate adaptation/accommodation compensation skills required to participate in activities in home, school, and community environments																		
e. Percent of students who demonstrate adaptation/accommodation/ compensation skills required to manage personal needs in home, school, and community environments										x								**MI** - EMI-6.2, VI-4.4, 6.1, 6.2
2. Demonstrates family support and coping skills																		
a. Percent of families prepared to copy with student's needs after student leaves school																		
b. Percent of families knowledgeable about community resources and programs needed by student																		
c. Percent of families participating in the education of their children																		

NCEO DOMAINS, OUTCOMES, AND INDICATORS	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA	STATE GOALS
C. Physical Health				x	x			x						x				GA - 8n; HI - V; KY - 2.34; NY - 9.2
1. Makes healthy lifestyle choices	x		x					x		x			x	x		x	x	AR - Phy-3, 5, Att-5; FL - 3.5.8, KY - 2.3.1, 3.2; MI - EI-5.1; NM - 12; NY - 9.3; VT - PD-2, 2e; VA - GE-6
a. Percent of students who indicate that they use tobacco products							x											KS - 8.1.3
b. Percent of students who make good nutritional choices																		
c. Percent of students who have abused alcohol or drugs in the past year							x											KS - 8.1.3
d. Percent of students who indicate they have had unprotected sex in the past year							x			x								KS - 8.1.4; MI - EI-5.3
e. Percent of students who elect to participate in sports, recreational, and/or exercise activities						x	x	x		x						x		IN - 10.3.4, 10.1.8.13; KS - 8.1.2; KY - 2.35; MI - EMI-4.5, EI-5.4, VI-6.3, SCD-6.1, 6.2, 6.3; VT - PD-2b
2. Is aware of basic safety fitness and health care needs	x				x			x		x			x	x				AR - Phy-5; HI - 11; KY - 2.31; MI - SCD-5.1, 5.2, 5.3, HI-5.2; NM - 4; NY - 2.7
a. Percent of students who are aware of basic safety precautions and procedures										x								MI - EMI-3.3, VI-6.5
b. Percent of students who are aware of basic fitness needs	x									x								AR - Phy-2; MI - EMI-4.3
c. Percent of students who are aware of basic health care needs										x								MI - EMI-4.3
d. Percent of students who know when, where, and how to access health care	x					x		x										AR - Phy-6; IN - 10.1.8.3; KY - 2.33
3. Is physically fit																		
a. Percent of students who are physically fit													x					NM - 4
D. Responsibility and Independence	x					x		x			x			x		x		AR - Cit-7; IN - 10.1.5, 10.1.5.2.1, 10.1.6.3, 10.1.8.8; KY - 2.19, 2.30; MN - CO-9, 13; NY - 4.3, 4.4, 7.0, 9.6; VT - PD-3c, 5a, SR-4, 4a, 4b
1. Gets about in the environment																		
a. Percent of students who can get to and from a variety of destinations						x				x								IN - 10.1.8.12; MI - EMI-3.1
b. Percent of students who know how to access community services (e.g., rehabilitation, counseling, employment, health, etc.)					x	x				x			x					HI - 10; IN - 10.1.8.4, 10.1.8.9; MI - EMI-3.2, EI-4.2, VI-2.2, 3.2, HI-3.2, 5.1, 7.1; NM - 9
c. Percent of students who complete transactions (shopping, banking, dry-cleaning, etc.) in the community	x		x	x	x					x								AR - Life-5; FL - 3.6.3, 3.6.4; GA - 8k; HI - 2; MI - VI-6.4

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NCEO DOMAINS, OUTCOMES, AND INDICATORS	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA	STATE GOALS
d. Percent of students with a driver's license																		
2. Is responsible for self	x		x	x	x			x		x	x	x		x				**AR** - Life-6, Att-4; **FL** - 3.5.7, 3.6.2, 3.6.3; **GA** - 8k, 8l; **HI** - VII; **KY** - 2.29, 3.6, 4.4; **MI** - EMI-4.2, EI-5.4, 7.1, 7.2; **MN** - 1d, 2, 2b, 2c, 2e; **NH** - 7; **NY** - 8.3, 9.5, 10.0
a. Percent of students who can prioritize and set goals and persevere toward them	x		x		x			x		x	x	x	x	x		x		**AR** - Att-3, Life-4; **FL** - 3.5.1, 3.5.2, 3.6.1; **HI** - VI; **KY** - 2.36; **MI** - LD-3.2, 3.3, EMI-5.1, 5.2, EI-4.1, 4.2, 6.1, 6.2, VI-5.1, 5.2, HI-6.1, 6.2; **MN** - 2a; **NH** - 3; **NM** - 9; **NY** - 9.4; **VT** - PD-5b, 5c
b. Percent of students who manage personal care and safety	x									x				x				**AR** - Att-5, Phy-4; **MI** - EMI-3.3, 4.3, 4.4, 6.2, VI-6.5, EI-5.1; **NY** - 9.4;
c. Percent of students who effectively advocate for themselves						x				x								**IN** - 10.1.8.5, 10.1.8.6, 10.1.8.7; **MI** - EMI-4.1, 6.1, EI-2.1
d. Percent of students who are likely to engage in lifelong learning				x	x			x					x			x		**GA** - 8c, 8d; **HI** - IV; **KY** - 3.7, 6.2; **NM** - 13; **VT** - PD-1c
E. Contribution and Citizenship	x		x		x			x		x	x	x	x	x		x		**AR** - Cit-1, 6, H&S-5; **FL** - 3.5.7, 5.3.1; **HI** - VII, 15; **KY** - 2.14, 4.4; **MI** - EMI-3.4, EI-5.1, 5.2; **MN** - 5d, 4d, CO-8; **NH** - 7; **NM**- 6; **NY** 5.2, 8.4, 9.5; **VT** - SR-1, SR-1c
1. Complies with school and community rules							x											**KS** - 3.2.2
a. Percent of students who have been suspended or subjected to other disciplinary actions												x						**NH** - 14
b. Percent of students who have been repeatedly suspended or subjected to disciplinary actions																		
c. Vandalism rate and magnitude																		
d. Crime rate and magnitude																		
2. Knows the significance of voting and procedures necessary to register and vote					x													**HI** - 13
a. Percent of students who know the significance of voting				x		x												**GA** - 8i; **IN** - 10.3.4
b. Percent of students who know the procedures necessary to register and vote																		
3. Volunteers	x															x		**AR** - Cit-3; **VT** - SR-1b
a. Percent of students who volunteer time to school, civic, community, or nonprofit activities						x						x						**IN** - 10.3.4; **NH** - 6;

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NCEO DOMAINS, OUTCOMES, AND INDICATORS	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA	STATE GOALS
F. Academic and Functional Literacy		x	x	x	x	x	x		x		x	x	x	x	x	x	x	**CO** - G-3, 5, 7, I-6, 8, 9; **FL** - 2.1.1, 2.1.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.6, 3.1.7, 3.7.1, 3.7.3, 3.7.4; **GA** - 1g, 1h, 2a, 2b, 2e, 2f, 2g, 2h, 2i , 2x, 2y, 4c, 4i, 4k, 7f, 7g, 7q, 8h, 8j; **HI** - I; **IN** - 10.1.3, 10.1.4.2, 10.1.5, 10.1.5.1, 10.1.7; **KS** - 1.1, 6.2; **LA** - 5, 6, 7, 8; **MN** - 2b, 2c, 2f, CO-3, 4, 6, 7, 8; **NH** - 1, 12, 13; **NM** - 9; **NY** - 1.3, **TX** - AI-1a, 1b, 1c, 1d, 2a, 2c, 3, 3a, 8, 8a, 9, 9a; **VT** - PS-5, 5a, 5b; **VA** - SE-9a
1. Demonstrates competence in communication			x								x			x		x		**FL** - 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.4.4; **MN** - 3, CO-10; **NY** - 1.4; **VT** - C-2, 5
a. Percent of students who use and comprehend language that effectively accomplishes the purpose of the communication	x				x	x	x	x		x	x		x			x	x	**AR** - Lang-8, 9, 10; **HI** - 4; **IN** - 10.1.4.1, 10.1.8.2; **KS** - 5.2, 6.3; **KY** - 1.3, 1.4, 1.12, 1.13, 1.14, 1.15, 2.22; **MI** - LD-4.1, 4.2, EMI-1.1, SLI-2.1, 2.2, 2.3, 3.1, 3.2, 5.1, SCD-9.1, SCI-9.2, SCD-9.3, HI-2.1, 2.2, 2.3, 4.1; **MN** - 3a, 3b, 3c, 3d, CO-1c; **NM** - 1; **VT** - C-1, 1a, 1b, 1c, 2a; **VA** - GE-1
2. Demonstrates competence in problem-solving strategies and critical thinking skills											x	x						**MN** - 1; **NH** - 2
a. Percent of students who demonstrate problem-solving and critical thinking skills	x		x		x	x	x	x	x		x		x	x		x	x	**AR** - Sci-1, A&H-1, Math-1, H&S-1, Lang-11, PS-1, 2, 3, 4, 5, 6, 7, 8, 9, 10; **FL** - 3.4.1, 3.4.2, 3.4.3, 3.4.5, 3.9.2; **HI** - III, 8, 9; **IN** - 10.1.8.1; **KS** - 6.1, 6.3; **KY** - 2.1, 2.23, 3.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.3; **MN** - 1a, 1b, 1c, 2e, 5c, CO-1E; **NM** - 8; **NY** - 1.1, 1.2, 1.8, 5.3, 8.2; **VT** - C-3b, PS-1, 2, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3, 3a, 3b; **VA** - GE-2
3. Demonstrates competence in math, reading and writing skills																		
a. Percent of students who demonstrate competence in math necessary to function in their current home, school, work, and community environments	x		x		x	x	x	x		x	x		x	x		x	x	**AR** - Sci-6, Math-1, 2, 3, 4, 5, 6, 7; **FL** - 3.3.1, 3.3.2, 3.3.3; **HI** - 5; **IN** - 10.1.4.1; **KS** - 1.2.4, 1.2.5; **KY** - 1.5, 1.6, 1.7, 1.8, 1.9, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13; **MI** - LD-3.1, EMI-1.3; **MN** - CO-2A, 2B, 2C, 2D, 2E; **NM** - 2; **NY** - 1.5, 2.2; **VT** - PS-4, 4a; **VA** - GE-4
b. Percent of students who demonstrate competence in math necessary to function in their next environment								x									x	**KY** - 1.5, 1.6, 1.7, 1.8, 1.9, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13; **VA** - GE-4

NCEO DOMAINS, OUTCOMES, AND INDICATORS	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA	STATE GOALS
c. Percent of students who demonstrate competence in reading necessary to function in their current home, school, work, and community environments	x				x	x	x	x		x	x		x			x		AR - Lang-1, 2, 3; HI - 1; IN - 10.1.4.1; KS - 5.1; KY - 1.2; MI - EMI-1.2, LD-4.3; MN - CO-1A; NM - 1; VT - C-3, 3a, 3b
d. Percent of students who demonstrate competence in reading necessary to function in their next environment								x										KY - 1.2
e. Percent of students who demonstrate competence in writing necessary to function their current home, school, work, and community environments	x		x		x		x	x		x			x			x		AR - Lang-4, 5, 6, 7; FL - 3.2.5; HI - 3; KS - 5.2, KY - 1.11; MI - LD-4.4, VI-1.4; NM - 1; VT - C-4, 4a, 4b, 4c
f. Percent of students who demonstrate competence in writing necessary to function in their next environments								x			x							KY - 1.11; MN - CO-1B
4. Demonstrates competence in other academic and nonacademic skills				x						x	x		x					GA - 8e; MI - VI-6.4; MN - CO-5, CO-10; NM - 3, 11
a. Percent of students who demonstrate competence in other academic and nonacademic skills necessary to function in their current home, school, work, and community environments	x				x	x		x						x		x	x	AR - Sci-1, 2, 3, 4, 5, A&H-2, 3, 4, 5, 6, H&S-2, 3, 7, FL-1, 2, Phy-1; HI - 6, 7, 14, 15; IN - 10.1.4.1; KY - 1.1, 1.10, 1.13, 1.14, 1.15, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.14, 2.15, 2.18, 2.25, 2.26, 2.27, 2.28; NY - 1.6, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 7.0; VT - C-2b, 6, 6a, 7, 7a, 7b, PD-1a, SR-4c; VA - GE-5
b. Percent of students who demonstrate competence in other academic and nonacademic skills necessary to function in their next environment	x		x		x	x		x			x			x				AR - Life-4; FL - 2.1.3; HI - 12; IN - 10.1.5.2.1, 10.1.5.2.2, 10.1.5.2.3, 10.1.5.2.4, 10.1.5.3, 10.1.5.4, 10.1.8.10; KY - 1.1, 1.10, 1.13, 1.14, 1.15, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.14, 2.15, 2.18, 2.20, 2.25, 2.26, 2.27, 2.28, 2.36, 2.37, 2.38; MN - 6, 6a, 6b, 6c; NY - 4.3, 9.5, 9.6
5. Demonstrates competence in using technology											x							MN - CO-11
a. Percent of students who currently apply technology to enhance functioning in home, school, work, and community environments	x		x			x		x			x		x	x		x	x	AR - Math-8, Tech-1, 2, 3, 4; FL - 3.1.5, 3.7.2, 3.7.5, 3.7.6; IN - 10.1.4.1, 10.1.8.3; KY - 1.16; MN - 2d; NM - 10; NY - 1.7, 2.2, 2.6; VT - C-5, 5a, 5b, 5c; VA - GE-3
b. Percent of students who demonstrate competence in using technology to function in their next environment								x						x				KY - 1.16; NY - 1.7

NCEO DOMAINS, OUTCOMES, AND INDICATORS	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA	STATE GOALS
G. Personal and Social Adjustment	x		x	x	x		x	x		x	x	x		x		x	x	AR - Att-7, 9; FL - 3.5.6, 3.5.9; GA - 8g, 8n; HI - V; KS - 7.2; KY - 2.2.1, 2.32, 3.5; MI - EI-2.2, 3.1; MN - 1c, CO-12; NH - 15; NY - 4.4, 5.2, 8.3, 9.2, 9.5; VT - PD-1b, 2a, 3, SR-2c, 3, 3a, 3b, 3c; VA - GE-b
1. Copes effectively with personal challenges, frustrations, and stressors											x					x		MN - 6d; VT - PD-2c, 3b
a. Percent of students who cope effectively with personal challenges, frustrations, and stressors	x							x		x						x		AR - Att-7; KY - 3.3; MI - LD-2.1; VT - PD-2d
b. Percent of students whose behavior reflects an acceptance of the consequences for behavior (e.g., makes restitution										x						x		MI - EI-5.3; VT - PD-3a
2. Has a good self image	x		x	x	x	x		x		x				x		x		AR - Att-2; FL - 3.5.3; GA - 8a, 8b; HI - II; IN - 10.1.6.1; KY - 3.1; MI - VI-6.6, HI-7.2; NY - 9.1; VT - PD-1
a. Percent of students who perceive themselves as worthwhile	x																	AR - Att-1
b. Percent of students who perceive themselves as competent																		
3. Respects cultural and individual differences			x					x			x					x		FL - 3.10.1, 3.10.2, 3.10.3; KY - 2.16; MN - 5; VT - SR-2, 2a, 2b
a. Percent of students whose behavior demonstrates acceptance of cultural and individual differences	x			x			x	x			x		x	x				AR - H&S-4, 6, Life-2, Att-6, Cit-4, 5, 8; GA - 8f; KS - 3.2.1, 7.3; KY - 2.17, 4.5, 4.6; MN - 4b, 5a, 5b; NM - 7; NY - 3.6, 4.2, 5.1, 6.0
4. Gets along with other people	x		x	x		x	x	x		x	x		x			x		AR - Life-1, FL - 3.5.4, 3.5.5; GA - 8m; IN - 10.1.6.2, 10.2.5.2; KS - 4.3; KY - 2.29, 4.3, 4.6; MI - LD-2.3, EMI-2.1, 6.3; MN - 4, 5; NM - 12; VT - PD-4
a. Percent of students who have friends and are a part of a social network										x								MI - EMI-2.2
b. Percent of students who demonstrate skill in interacting and in making decisions in social situations, including during interpersonal conflict	x		x			x		x		x	x			x		x		AR - Att-8, Cit-2; FL - 3.9.3; IN - 10.1.5.4, 10.1.6.4, 10.1.8.13; KY - 2.17, 4.1; MI - LD-2.2, EI-3.2, 3.3, VI-7.1, HI-7.3; MN - 4c; NY - 5.3, 8.1; VT - SR-1a, PD-4a, 4b
c. Percent of students who engage in productive group work	x		x				x	x		x	x	x						AR - Att-8, Life-3; FL - 3.8.1, 3.8.2, 3.8.3, 3.9.1; KS - 7.1, 7.3; KY - 4.2; MI - EI-3.2; MN - 4a; NH - 4, 5
H. Satisfaction																		
1. Student satisfaction with high school experience																		
a. Percent of students who are satisfied with level of achievement																		

NCEO DOMAINS, OUTCOMES, AND INDICATORS	AR	CO	FL	GA	HI	IN	KS	KY	LA	MI	MN	NH	NM	NY	TX	VT	VA	STATE GOALS
b. Percent of students who are satisfied with what was provided in school						x												IN - 10.2.1.1
c. Percent of students who are satisfied with high school experience						x									x			IN - 10.2.1.3; TX - SE-2
d. Percent of students who are satisfied with progress toward achieving educational outcomes						x												IN - 10.2.1.2
2. Parent/guardian satisfaction with the education student received																		
a. Percent of parents/guardians who are satisfied with level of achievement						x												IN - 10.2.2.1.1
b. Percent of parents/guardians who are satisfied with what was provided in school						x									x			IN - 10.2.2.1.1; TX - SE-3
c. Percent of parents/guardians who are satisfied with high school experience						x												IN - 10.2.2.1.2, 10.2.2.1.3, 10.2.2.1.4
d. Percent of parents/guardians who are satisfied with progress toward achieving educational outcomes						x												IN - 10.2.2.1.1
e. Percent of parents/guardians who are satisfied with the extent to which student is prepared to live in society																		
3. Community satisfaction with the education that students received						x												IN - 10.2.3.1, 10.2.5.1, 10.2.5.3, 10.2.5.4
a. Percent of community (teachers, policymakers, employers, general public) satisfied with students' level of achievement						x												IN - 10.2.4.1
b. Percent of community (teachers, policymakers, employers, general public) satisfied with what was provided in school						x									x			IN - 10.2.3.2, 10.2.3.3; TX - SE-4, 5
c. Percent of community (teachers, policymakers, employers, general public) satisfied with students' progress toward achieving educational outcomes																		

LEVEL 4 MATCHING

ARKANSAS

Arkansas Department of Education. (October, 1991). Arkansas Learner Outcomes: A Vision for Outcomes-Based Education. Little Rock, AK: Arkansas Department of Education.

Arkansas identified four outcomes, with content areas listed with each. All four outcomes, with related recommended indicators, were matched to the NCEO School Completion Model.

		NCEO CODE
OUTCOME 1:	Students will acquire core concepts and abilities from the sciences, the arts, the humanities, mathematics, social studies, language arts, foreign languages, physical/health education, practical living studies, and existing/emerging technologies.	
SCIENCE		
Sci-1	Use thinking skills (observing, comparing, ordering, categorizing, inferring, questioning, and applying) to solve problem using scientific methods.	F2a, F4a
Sci-2	Apply scientific concepts: the universe and humanity's place in it; the earth and how it works; the environment; the diversity and development of life; the human organism as a biological, social, and technological species; heredity and the human life cycle; natural systems and man-made systems; matter; energy; force; and motion.	F4a
Sci-3	Demonstrate how humanity impacts the environment, climate, population growth, disease control, pollution, and waste and how citizens can bring about social, technological., and environmental change in a responsible and democratic manner.	F4a
Sci-4	Apply the relevance of science in their daily lives.	F4a
Sci-5	Design, conduct experiments, read, and communicate scientific information.	F4a
Sci-6	Use math in all appropriate areas of science (arithmetic, symbolic math, statistics/probability, and measurement).	F3a
ARTS AND HUMANITIES		
A&H-1	Understand and use the arts as a means of problem-solving and developing critical and creative thinking skills.	F2a
A&H-2	Understand and use appropriate language to each art form when expressing, critiquing, and interpreting works in the visual and performing arts.	F4a
A&H-3	Appreciate the importance of the arts and humanities in expressing and recording human experience.	F4a
A&H-4	Identify important works and recognize the aesthetic qualities of the arts from different historical periods and cultures.	F4a
A&H-5	Analyze and appreciate the influence that personal beliefs, social and personal values have on art forms and styles.	F4a

ARKANSAS

		NCEO CODE
A&H-6	Identify the tools, equipment, materials, and processes used in the production, exhibition, and performance of the visual arts, music, drama, and dance.	F4a
A&H-7	Understand and apply aesthetic sensibility to their own feelings, environment, and view of life.	G
MATHEMATICS		
Math-1	Explore patterns and mathematical relationships and make connections to solving problems in real world applications.	F2a, F3a
Math-2	Understand and apply geometric principles and modes of thinking, including knowledge of two- and three-dimensional figures and their properties.	F3a
Math-3	Understand the value of applying and being able to use mathematics in everyday situations.	F3a
Math-4	Compute with whole numbers, decimals, and fractions.	F3a
Math-5	Graph functions and use information obtained from charts, graphs, and tables.	F3a
Math-6	Use probability and statistics, including the ability to apply techniques, for summarizing data.	F3a
Math-7	Translate word problems into an equation in order to obtain useful information by understanding and using rations, proportions, and percentages; estimating results and judging their accuracy; and understanding and using the knowledge of relations, functions, and inverses.	F3a
Math-8	Use technology to enhance the use of mathematical skills.	F5a
HISTORY AND SOCIAL STUDIES		
H&S-1	Apply critical thinking skills and knowledge of historical events and of the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future.	F2a
H&S-2	Demonstrate knowledge of, and apply major concepts drawn from the disciplines of history and the social sciences to hypothetical and real situations.	F4a
H&S-3	Analyze the economic, geographic, political, and social systems of the United States and other countries and recognize their mutual relationships.	F4a
H&S-4	Recognize and appreciate the racial, ethnic, and religious pluralism of United States society and the contributions made by diverse cultural groups to the development of our nation.	G3a
H&S-5	Exhibit an understanding of the rights and responsibilities of Unites States citizenship.	E
H&S-6	Appreciate the interdependence of all people and understand that our lives are part of a global community joined by economic, social, cultural, environmental, and civic concerns.	G3a
H&S-7	Understand the five fundamental concepts of geography--location, place, human environment interaction, movement, and region--and apply these five concepts to history, economics, and political and social systems in the United States and other nations of the world.	F4a

ARKANSAS

		NCEO CODE
LANGUAGE AND COMMUNICATION		
Lang-1	Use reading as a valuable, enjoyable, spontaneous, and socially appropriate means of communication.	F3c
Lang-2	Read and interpret a variety of materials beyond the text.	F3c
Lang-3	Comprehend, respond to, and appreciate the literature of diverse cultures and time periods.	F3c
Lang-4	Use effective strategies to create and improve writing.	F3e
Lang-5	Write for a variety of purposes and audiences.	F3e
Lang-6	Produce final writing products that adhere to appropriate standards of usage and grammar.	F3e
Lang-7	Write for creative expression of thoughts and feelings.	F3e
Lang-8	Use a variety of appropriate organization patterns while speaking.	F1a
Lang-9	Adapt speaking to different audiences and purposes according to needs and expectations.	F1a
Lang-10	Communicate clearly and effectively.	F1a
Lang-11	Expect what they hear to make sense by critically examining what they hear.	F2a
FOREIGN LANGUAGE		
FL-1	Use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.	F4a
FL-2	Demonstrate knowledge of the variety of language structures, cultures, values, and ways of life in the world.	F4a
PHYSICAL EDUCATION AND HEALTH		
Phy-1	Understand the process of human growth and development.	F4a
Phy-2	Perceive the importance of physical fitness and implement a lifelong personal fitness and recreational program	C2b
Phy-3	Understand and apply basic principles of good nutrition, avoidance of addictive substances and mental/emotional health.	C1
Phy-4	Assume responsibility for one's own physical safety and practice proper safety skills in all circumstances.	D2b
Phy-5	Understand public health issues and engage in measures that promote individual, family, community, and environmental health.	C1, C2
Phy-6	Make informed decisions about health products and services.	C2d
PRACTICAL LIVING STUDIES		
Life-1	Maintain healthy family relationships.	G4
Life-2	Demonstrate respect and understanding for the rights and responsibilities of others.	G3a
Life-3	Work effectively with diverse individuals and groups.	G4c
Life-4	Establish a career plan and be prepared for gainful employment.	D2a, F4b

ARKANSAS

		NCEO CODE
Life-5	Manage money and personal resources.	D1c
Life-6	Function as an informed consumer.	D2
TECHNOLOGY		
Tech-1	Understand and apply existing and emerging technologies in our society and our quality of life, including personal, academic, and work environment.	F5a
Tech-2	Recognize the potential and limitations of technology in solving societal problems.	F5a
Tech-3	Demonstrate a basic knowledge of computers and of common computer technology.	F5a
Tech-4	Understand keyboarding and other skills essential for the appropriate use, operation, and application of computers, word processors, and other technologies.	F5a
OUTCOME 2:	Student will apply various thinking/problem-solving strategies to issues related to all subject-matter fields, to all school-related activities, and to real life situations.	
PROBLEM SOLVING		F2a
PS-1	Gather, process, use and evaluate information.	F2a
PS-2	Identify and define problems.	F2a
PS-3	Reason inductively and deductively.	F2a
PS-4	Recognize fallacies in logic.	F2a
PS-5	Use different perspectives to analyze problems.	F2a
PS-6	Understand and apply effective problem-solving strategies.	F2a
PS-7	Make informed decisions and evaluate them.	F2a
PS-8	Demonstrate creative thinking through the creation of new products.	F2a
PS-9	Take risks and pursue innovative ideas.	F2a
PS-10	Critique and make evaluative judgments about materials, conditions, issues, theories, options, and solutions.	F2a
OUTCOME 3:	Students will exhibit /demonstrate attitudes and attributes which will promote mental, physical, and emotional health.	
ATTITUDE		
Att-1	Exhibit positive self-concept and a sense of self-worth and individual uniqueness.	G2a
Att-2	Realistically assess personal strengths and weaknesses..	G2
Att-3	Exhibit motivation and persistence in accomplishing tasks and achieving personal goals.	D2a
Att-4	Develop personal criteria for making responsible judgments and decisions.	D2
Att-5	Assume responsibility for their own mental, physical, and emotional well being and create lifestyles which foster comprehensive personal health.	C1, D2b

ARKANSAS

		NCEO CODE
Att-6	Demonstrate respect and appreciation for individual and cultural differences.	G3a
Att-7	Exhibit personal adaptability to change.	G1a
Att-8	Display interpersonal and team skills.	G4b, G4c
Att-9	Demonstrate qualities of self-control and self-discipline.	G
OUTCOME 4:	Students will demonstrate good citizenship and function as positive members of the local, national, and world communities.	
CITIZENSHIP		
Cit-1	Fulfill civic responsibilities.	E
Cit-2	Participate actively in reaching group and community consensus.	G4b
Cit-3	Show a personal regard for commitments and obligations in the local community and human society at large.	E3
Cit-4	Appreciate racial, ethnic, religious, and political differences.	G3a
Cit-5	Develop a sensitivity to and an understanding of the needs, opinions, concerns, and customs of others.	G3a
Cit-6	Demonstrate effective leadership skills.	E
Cit-7	Accept responsibility for preserving the earth for future generations.	D
Cit-8	Function effectively in a multicultural environment.	G3a

COLORADO

Colorado State Board of Education. (1988). Strategies for Excellence: State Board of Education Goals. Denver, CO: Colorado State Board of Education, Colorado Department of Education.

The State Board of Education adopted several goals and indicators of goal attainment related to graduation rate, attendance rate, and student achievement in December 1988. Goals 1,3,4,5, and 7 and indicators 1,6,7,8, and 9 were matched to NCEO's model of educational outcomes and indicators for students completing school. Goals 2 and 6 and indicators 2, 3, 4, and 5 refer to activities or goals that are not related to student achievement at the time of school completion, and therefore were not matched to NCEO's model (e.g., K-3 at-risk students). These goals and indicators are not included below.

		NCEO CODE
Graduation Rate Goals		
GOAL 1:	Colorado's statewide public school graduation rate will increase by two percent annually from the 1987 rate of 76 percent until it reaches at least 90 percent by July 1, 1995.	A3a
GOAL 3:	(4-12) All Colorado schools will have educational programs in place that adequately prepare all students to enter and succeed in their next level of enrollment. These programs will provide students with appropriate skills and will ensure their continuous progress toward graduation from high school.	F
Indicator 1:	Those racial/ethnic and gender groups with currently low graduation rates have demonstrated proportionately greater increase in graduation rates each year until equity is achieved.	A3a
Attendance Rate Goals		
GOAL 4:	Colorado's public school attendance rate will improve from the 1981-87 average rate of 92 percent to 95 percent by July 1, 1995.	A1
Student Achievement Goals		
GOAL 5:	Colorado's public school system will have demonstrated continuous, measurable and significant gains in educational achievement for all student groups by July 1, 1995.	F
GOAL 7:	By July 1, 1995, all Colorado high school graduates will receive a diploma certifying that they possess the skills deemed by the local board of education to be necessary for entry to the work place and post-secondary education.	F
Indicator 6:	Between 1989 and 1995, all Colorado school districts have increased the percentage of students successfully attaining educational outcomes as defined by their district's plan for student achievement.	F

COLORADO

		NCEO CODE
Indicator 7:	Between 1989 and 1995, all Colorado high schools have continually increased the percentage of students completing advanced classes from racial/ethnic and gender groups not traditionally represented.	A2a
Indicator 8:	The scores of all student groups in the statewide assessment sample have increased by five percentile points by July 1, 1995.	F
Indicator 9:	Any performance discrepancy in the statewide assessment sample among racial/ethnic and gender and other minority student groups has been reduced with each successive assessment until equity is achieved.	F

FLORIDA

The Florida Commission on Education Reform and Accountability, Florida Department of Education (1992). Blueprint 2000: A System for School Improvement and Accountability. Tallahassee, FL: Florida Department of State.

Florida wrote seven state education goals, standards for each goal, and outcomes for each standard. Most of goal 2, all of goal 3, and a portion of goal 5 were matched to outcomes and indicators to NCEO's model of education outcomes and indicators for students at the school completion level. Two outcomes in goal 2, standard 1 (2.1.2 and 2.1.5) did not relate to the school completion level, and therefore were not matched to the NCEO model. In addition, goals 1, 4, 6, 7 and most of 5 do not relate to the school completion level, and were not included in the matching process.

		NCEO CODE
Goal 2:	Students graduate and are prepared to enter the work force and post secondary education.	
Standard 1:	All Florida students graduate from secondary schools with a certificate showing mastery of the student performance standards and outcomes identified in Goal 3.	
Outcomes:		
2.1.1	Florida students will graduate with certificates showing their degree of mastery of the performance standards and outcomes identified in the student performance goal for which performance-based measures exist.	A3, F
2.1.3	All students who complete a job preparation program will receive a certificate and possess a performance-based portfolio which demonstrates to a prospective employer successful preparation to enter the work force in areas of employment related to the job preparation program.	F4b
2.1.4	All students who graduate from a Florida public school will have passed a revised Florida High School Competency Test.	F
Standard 2:	All Florida students who leave the public schools prior to graduation are engaged in some alternative learning process in which they are making progress toward meeting the graduation requirement.	
Outcomes		
2.2.1	All students who have dropped out of school and remained in Florida will be in a program which prepares them to meet the graduation requirements.	A
2.2.2	An agreement exists among the school or school board, HRS, the Florida Department of Labor, and, when appropriate, other community agencies and organizations (e.g., Division of Blind Services, Department of Mental Health, etc.), which provides for the identification of school dropouts within the community and the matching of those dropouts with developmentally appropriate programs through which those individuals may continue to progress toward the graduation performance standards.	A

FLORIDA

		NCEO CODE
Goal 3:	Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.	
Standard 1:	Florida students locate, comprehend, interpret, evaluate, maintain, and apply information, concepts, and ideas found in literature, the arts, symbols, recordings, video and other graphic displays, and computer files, in order to perform tasks and/or for enjoyment.	
Outcomes:		
3.1.1	Locate data and determine the main idea or essential message;	F
3.1.2	Identify relevant details and facts;	F
3.1.3	Evaluate accuracy, appropriateness, style, relevance, and plausibility;	F
3.1.4	Analyze information, concepts, and ideas relative to their own value system;	F
3.1.5	Use ideas, concepts, and informational resources for aesthetic and recreational purposes;	F5a
3.1.6	Independently complete a task which requires the use or application of information, concepts, or ideas; and	F
3.1.7	Evaluate and make valid inferences from new, incomplete, or nonverbal information.	F
Standard 2:	Florida students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays, and computer-based programs.	
Outcomes:		
3.2.1	Completely and accurately record information in writing and other media, and communicate that information, in turn, through a variety of media;	F1
3.2.2	Compose and create, through a variety of oral, visual, and written media, communications such as letters, reports, directions, manuals, and proposals;	F1
3.2.3	In all communications using English and other languages, accurately use language, graphic representations, styles, organizations, and format appropriate to the language, information, concept, or idea and the subject matter, purpose, and audience;	F1
3.2.4	Prepare communications through a variety of media, which include supporting documentation and detail; and	F1
3.2.5	Check, edit, and revise communications to ensure appropriate form, emphasis, grammar, spelling, and punctuation.	F3e

FLORIDA

		NCEO CODE
Standard 3:	Florida students use numeric operations and concepts to describe, analyze, disaggregate, communicate, and synthesize numeric data, and to identify and solve problems.	
Outcomes:		
3.3.1	Accurately identify and perform appropriate numeric procedures with problems found in numeric, symbolic, or word form;	F3a
3.3.2	Estimate approximate numeric solutions to problems without use of calculating devices; and	F3a
3.3.3	Accurately analyze, synthesize, and evaluate numeric ideas, concepts, and information through appropriate formulae, symbols, theorems, equations, tables, graphs, diagrams, and charts.	F3a
Standard 4:	Florida students use creative thinking skills to generate new ideas, make the best decision, recognize and solve problems through reasoning interpret symbolic data, and develop efficient techniques for lifelong learning.	
Outcomes:		
3.4.1	Use imagination, combine ideas or information in new ways, and make connections between seemingly unrelated ideas by discovering a rule or principle underlying the relationship between two or more objects and use the rule or principle to solve a problem;	F2a
3.4.2	Clarify goals and recognize constraints to their accomplishment, reinterpret goals in ways that reveal new approaches to their attainment, and evaluate and choose the best alternative;	F2a
3.4.3	Recognize that a problem exists, define the problem, investigate possible causes of the problem, identify possible solutions, analyze, evaluate, and select the best solution(s), and implement the solutions;	F2a
3.4.4	Organize and intellectually process symbols, pictures, objects, and information in a way which permits the mind to generate the reality of what is being represented; and	F1
3.4.5	Develop and use individually effective and efficient learning techniques that permit them to apply new knowledge and skills in different ways.	F2a
Standard 5:	Florida students display responsibility, self-esteem, sociability, self management, integrity, and honesty.	
Outcomes:		
3.5.1	Exert a high level of effort and perseverance towards goal attainment;	D2a
3.5.2	Exhibit diligence in reaching high task accomplishment and performance by setting high standards, paying needed attention to detail, displaying high standards of attendance and punctuality, adapting to variable environments, and approaching and completing tasks with enthusiasm, vitality, and optimism;	D2a
3.5.3	Demonstrate a realistic and positive view of themselves as unique individuals;	G2
3.5.4	Demonstrate friendliness, assertiveness, leadership, adaptability, empathy, and politeness in familiar and unfamiliar groups;	G4

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		NCEO CODE
3.5.5	Exhibit interest in what others say and do;	G4
3.5.6	Deal with persons and situations with integrity, reliability, and honesty;	G
3.5.7	Exhibit civic, personal, and social responsibility;	D2, E
3.5.8	Demonstrate behaviors that support physical wellness and personal `well being; and	C1
3.5.9	Assume a positive role in the family, work place, and community.	G
Standard 6:	Florida students will appropriately allocate time, money, materials, and other resources.	
Outcomes:		
3.6.1	Identify and prioritize activities in an appropriate sequence and develop, implement, and adjust an effective schedule in order to accomplish a goal;	D2a
3.6.2	Prepare a budget appropriate to the activities required for goal attainment, maintain accurate records of actual costs and revenues, and revise the budget plan as needed;	D2
3.6.3	Identify and acquire the materials and supplies needed for completion of the activity and anticipate how those materials can be best stored and distributed to complete the activity with the least cost and greatest efficiency; and	D1c, D2
3.6.4	Identify the human skills, knowledge, and values necessary to successfully complete the activity; describe how to make successful matches between the persons best capable of completing the activity and the activity itself; and provide meaningful feedback on task completion to those involved.	D1c
Standard 7:	Florida students integrate their knowledge and understanding of how social, organizational, informational, and technological systems work with their abilities to analyze trends, design and improve systems, and use and maintain appropriate technology.	
Outcomes:		
3.7.1	Identify the need for information, select possible information and evaluate its appropriateness, and then obtain the information from existing sources, or create it;	F
3.7.2	Organize, process, and maintain in a systematic fashion, print and other forms of technologically stored information and transform the information into appropriate formats to enhance the accomplishment of a goal;	F5a
3.7.3	Analyze trends and the performance of systems to predict the impact of these trends and performances on goal attainment;	F
3.7.4	Make suggestions to modify existing systems in order to enhance goal attainment;	F
3.7.5	Select the procedures or technology that will best facilitate goal attainment by visualizing the necessary methods and applicable technology, choosing, installing, and monitoring the device or system which will produce the best results; and	F5a

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		NCEO CODE
3.7.6	Demonstrate competence in solving problems in the use of technology, including generating workable solutions and identifying the appropriate person or place from which to obtain the needed assistance.	F5a
Standard 8:	Florida students work cooperatively to successfully complete a project or activity.	
Outcomes:		
3.8.1	Contribute ideas and make suggestions to a group effort to solve a problem or complete an activity in support of attainment of a goal;	G4c
3.8.2	Assist a group to be successful by doing their own share of the tasks necessary to complete a task and encourage other group members by listening and responding appropriately to their contributions, identifying and building upon the strengths of individual members of the group, helping to resolve differences within the group which impede goal attainment, taking personal responsibility for accomplishing goals, and where useful, challenging existing procedures, policies, or authorities that appear to impede goal attainment; and	G4c
3.8.3	Help others learn by helping them to identify and apply related concepts and theories to the activity, identifying needed skills, knowledge, and values which will facilitate goal attainment, and providing meaningful feedback, including reinforcement of others' successful performance.	G4c
Standard 9:	Florida students establish credibility with their colleagues through competence and integrity, and help their peers achieve their goals by communicating their feelings and ideas to justify or successfully negotiate a position which advances goal attainment.	
Outcomes:		
3.9.1	Effectively communicate thoughts, ideas, and values to influence others toward action which will facilitate goal attainment;	G4c
3.9.2	Justify positions logically while taking meaningful viewpoints of others into consideration and making positive use of the rules and values followed by others; and	F2a
3.9.3	Work toward an agreement with others that will further goal attainment by resolving divergent interests and points of view, clarifying points of view and adjusting quickly to new facts or ideas, and making reasonable compromises that promote goal attainment.	G4b
Standard 10:	Florida students appreciate their own culture and cultures of others, understand the concerns and perspectives of members of other ethnic and gender groups, reject the stereotyping of themselves and others, and seek out an utilize the views of persons from diverse ethnic, social, and educational backgrounds while completing individual and group projects.	

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		NCEO CODE
Outcomes:		
3.10.1	Demonstrate appreciation of their own culture and the cultures of others;	G3
3.10.2	Cooperate with persons of different gender or ethnic or socioeconomic backgrounds to successfully accomplish tasks; and	G3
3.10.3	Recognize bias and stereotyping in media, literature, and visual and performing arts.	G3
GOAL 5:	Communities provide an environment that is drug-free and protects students' health, safety, and civil rights.	
Standard 3:	All students demonstrate personal responsibility for contributing to a school and school bus environment that is safe and free of tobacco, alcohol, and other drugs.	
Outcome:		
5.3.1	Students and other appropriate stakeholders collaborate to develop the Code of Student Conduct to ensure that their schools and school buses are safe and free of tobacco, alcohol, and other drugs.	E

GEORGIA

Tesh, A. S. (1991, April). A Research-Based Attribute Structure for School Accountability. Greensboro, NC: Center for Educational Research and Evaluation, University of North Carolina at Greensboro (pg. 31).

Georgia identified 18 educational and school standards. Standards 1 through 8 address educational outcomes, while Standards 9 through 18 address school characteristics. Standards 1,2,3,4,7 and 8 and the accompanying indicators were matched to NCEO's model of educational outcomes and indiciators at the school completion level. Standards 5 and 6, along with indicators 1e, 1f, 2u, 2v, 2w, 2z, 2aa, 3f, 3g, 4d, 4e, 4f, 4g, 4j, 7a, 7b, and 7c, do not apply directly to the school completion level, and therefore were not matched to the model.

		NCEO CODE
Standard 1:	Students have acceptable rates of completion of their courses of study.	
1-a	The overall dropout rate (percent of students not returning to any school in the fall or who do not complete the year) is acceptable.	A3d
1-b	The minority dropout rate (percent of minorities not returning to any school in the fall or who do not complete the year) is acceptable.	A3d
1-c	The overall graduation rate is acceptable.	A3a
1-d	The minority graduation rate is acceptable.	A3a
1-g	The percent of students scoring in the lowest quartile of the ITBS or TAP (depending on grade) is acceptable.	F
1-h	The percent of minorities scoring in the lowest quartile of the ITBS or TAP (depending on grade) is acceptable.	F
Standard 2:	The school contributes adequately to preparing students for continued schooling.	
2-a	The percent of students at the school receiving the Honors Diploma is acceptable. (for secondary schools)	F
2-b	The percent of minorities at the school receiving the Honors Diploma is acceptable. (for secondary schools)	F
2-c	The percent of 11th and 12th grade students taking the SAT or ACT is acceptable. (for secondary schools)	A2d
2-d	The percent of 11th and 12th grade minorities taking the SAT or ACT is acceptable.(for secondary schools)	A2d
2-e	Students' scores on the SAT and ACT are acceptable. (for secondary schools)	F
2-f	Minorities' scores on the SAT and ACT are acceptable. (for secondary schools)	F
2-g	The percentage of students who meet state university entrance requirements is acceptable. (for secondary schools)	F
2-h	The percentage of minorities who meet state university entrance requirements is acceptable. (for secondary schools)	F
2-i	The number of National Merit Scholarship qualifiers, semi-finalists, and finalists, or students who qualify for other scholarships or awards based on aptitude, is acceptable. (for secondary schools)	F
2-j	The percent of students taking advanced placement or college level courses is acceptable. (for secondary schools)	A2a

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		NCEO CODE
2-k	The percent of minorities taking advanced placement or college level courses is acceptable. (for secondary school)	A2a
2-l	The enrollment in advanced mathematics courses is acceptable. (for secondary schools)	A2a
2-m	The enrollment rate of minorities in advanced mathematics courses is acceptable. (for secondary schools)	A2a
2-o	The enrollment rate of females in advanced mathematics courses is acceptable. (for secondary schools)	A2a
2-p	The enrollment rate in advanced science courses is acceptable. (for secondary schools)	A2a
2-q	The enrollment rate of minorities in advanced science courses is acceptable. (for secondary schools)	A2a
2-r	The enrollment rate of females in advanced science courses is acceptable. (for secondary schools)	A2a
2-s	The enrollment rate in foreign language courses is acceptable. (for secondary and middle schools)	A2a
2-t	The minority enrollment rate in foreign language courses is acceptable. (for secondary and middle schools)	A2a
2-x	The percent of students scoring in the upper quartile of the ITBS or TAP (depending on grade) is acceptable. (for all schools)	F
2-y	The percent of minorities scoring in the upper quartile of the ITBS or TAP (depending on grade) is acceptable. (for all schools)	F
Standard 3:	The school contributes adequately to preparing students for work.	
3-a	The percent of vocational education students who complete their vocational education program is acceptable. (for middle and secondary schools)	A3a
3-b	The percent of minority vocational education students who complete their vocational education program is acceptable. (for middle and secondary schools)	A3a
3-c	The graduation rate of vocational education students is acceptable. (for secondary schools)	A3a
3-d	The percent of students who have taken a vocational aptitude test or interest inventory is acceptable. (for middle and secondary schools)	A2d
3-e	The percent of vocational education students competing for district, regional, state and national awards is acceptable. (middle & secondary schools)	A2
Standard 4:	The school contributes to increasing special education students' living skills and opportunities.	
4-a	The attendance rate of special education students is acceptable.	A1a
4-b	The dropout rate of special education students is acceptable.	A3d
4-c	The percent of students with hearing, speech, visual or orthopedic impairments, or learning disabilities who receive Honors Diplomas is acceptable.	F
4-h	The percent of special education students taking the ITBS or TAP (depending on grade) is acceptable.	A2d

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		NCEO CODE
4-i	Of special education students who take the tests, the performance of special education students on the ITBS or TAP (depending on grade) is acceptable.	F
4-k	The average percent of students' IEP annual goals which are met by the end of the year is at or above the established level.	F
4-l	The degree of movement of students to a less restrictive academic environment (e.g. the increase in percent of time spent in a regular classroom) is at or above the established level.	A2a
Standard 7:	The school adequately educates secondary school students. (Applies to secondary schools only).	
7-d	The student absenteeism rate is acceptable.	A1a
7-e	The minority absenteeism rate is acceptable.	A1a
7-f	The student retention-in-grade rate is acceptable.	F
7-g	The minority retention-in-grade rate is acceptable.	F
7-h	The student expulsion rate is acceptable.	A1a
7-i	The minority expulsion rate is acceptable.	A1a
7-j	The out-of-school suspension rate is acceptable.	A1a
7-k	The out-of-school suspension rate for minorities is acceptable.	A1a
7-l	The in-school suspension rate is acceptable.	A1a
7-m	The in-school suspension rate for minorities is acceptable.	A1a
7-n	Rates of student participation in the arts and extracurricular activities is acceptable.	A2c
7-o	The rate of student enrollment in Algebra I, Algebra II, and Geometry is at or above the established level.	A2a
7-p	The rate of student completion of Algebra I, Algebra II, and Geometry is at or above the established level.	A2a
7-q	The percent of students nominated for and selected for the Governor's Honor's Program is at or above the established level.	F
Standard 8:	The School Adequately prepares the student for the life roles of learner, producer, individual, citizen, consumer and family member	
8-a	Students demonstrate positive and realistic self-concepts.	G2
8-b	Students respect and seek to understand themselves.	G2
8-c	Students have positive attitudes toward school and learning.	D2d
8-d	Students recognize the need for lifelong learning.	D2d
8-e	Students value the arts, and respect creativity, beauty and excellence.	F4
8-f	Students value cultural diversity.	G3a
8-g	Students possess personal value systems which emphasize consideration for others.	G

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		NCEO CODE
8-h	Students understand the impact of the world community on individuals and society.	F
8-i	Students are prepared to participate as citizens in our democratic society.	E2a
8-j	Students understand that the quality of human life is enhanced by harmonious relationship with the natural environment.	F
8-k	Students are prepared to function as intelligent consumers of goods and services.	D1c, D2
8-l	Students are prepared to make responsible decisions.	D2
8-m	Students are prepared to function effectively as family members.	G4
8-n	Students seek to maintain sound physical and mental health.	C, G

HAWAII

Hawaii Department of Education (November 1986). Student Outcomes for the Foundation Program for the Public Schools of Hawaii. Honolulu, HI: Hawaii Department of Education.

Hawaii identified eight foundation program objectives and fifteen essential competencies. Seven of the eight foundation program objectives and all 15 essential competencies were matched to NCEO's school completion level of educational outcomes and indicators. Objective VIII is the only expectation that could not be matched to a NCEO indicator, outcome, or domain in the model.

		NCEO CODE
Foundation Program Objectives		
I.	Develop Basic skills for learning and effective communication with others.	F
II.	Develop positive self-concept.	G2
III.	Develop decision-making and problem-solving skills.	F2a
IV.	Develop independence in learning.	D2d
V.	Develop physical and emotional health.	C, G
VI.	Recognize and pursue career development as an integral part of personal growth and development.	D2a
VII.	Develop a continually growing philosophy that reflects responsibility to self as well as to others.	D2, E
VIII.	Develop creative potential and aesthetic sensitivity.	no match
Essential Competencies		
1.	Read and use printed materials from daily life. These include the newspaper, telephone book, road maps, charts and graphs commonly used in public media, and household product instructions.	F3c
2.	Complete commonly used forms. These include personal checks, job applications, charge account applications, and other similar forms.	D1c
3.	Demonstrate writing skills commonly used in daily life. These include writing directions, telephone messages, letters of inquiry or complaint, and personal correspondence.	F3e
4.	Communicate orally in situations common to everyday life. These include giving simple directions and answering questions about directions or instructions, expressing personal opinions on a topic and responding to questions about the topic, and describing an object.	F1a
5.	Use computational skills in situations common to everyday life. These include adding, subtracting, multiplying, and dividing whole numbers, adding and subtracting dollars and cents, and computing discount and simple interest.	F3a

HAWAII

		NCEO CODE
6.	Read and use scales on standard measuring devices. These include rulers, measuring cups and spoons, thermometers, and weight scales.	F4a
7.	Interpret common visual symbols. These include traffic signs and road markings, directions to public facilities, and caution and warning labels and signs.	F4a
8.	Reach reasoned solutions to commonly encountered problems. Reasoned solutions are those that incorporate the facts at hand, the constraints on the solution, the feasibility of carrying out the solution, and the values of those affected by the solution. Commonly encountered problems include decisions about family finance, career plans, physical health, and community issues.	F2a
9.	Distinguish fact from opinion in TV and radio news broadcasts, advertising, newspaper and magazine articles, and public speeches.	F2a
10.	Use resources for independent learning. These resources include the library, informed persons, and public and private agencies.	D1b
11.	Identify the harmful effects of smoking, drinking, drug abuse, overeating, insufficient sleep, poor personal hygiene, and poor nutrition.	C2
12.	Identify the training, skills, and background requirements of at least one occupation in which the student is interested.	F4b
13.	Demonstrate knowledge of the citizen's opportunities to participate in political processes. These include voting, running for office, contacting elected representatives, and participating in election campaigns.	E2
14.	Demonstrate knowledge of the basic structure and functions of national, state, and local governments.	F4a
15.	Demonstrate knowledge of important citizen rights and responsibilities. This includes the rights guaranteed by the Constitution and knowledge of traffic laws and major criminal offenses.	E, F4a

INDIANA

Evans, H.D. (1990, January). Special Education Program Improvement Manual. Indianapolis, IN: Indiana Department of Education, Center for Community Relations and Special Populations.

Indiana identified effectiveness indicators within ten correlate areas. Correlate 10: Program and Student Outcomes (on page 98 of this document) lists outcomes and indicators for special education students. They were all matched to a similar NCEO domain, outcome, or indicator with the exception of three outcomes in section 10.3. These post-school outcomes do not apply to the school completion level of the NCEO model.

		NCEO CODE
10.1 Student Performance		
10.1.1	Attendance, graduation, dropout, and suspension rates of students with handicaps compare favorably with rates of regular education students.	A1a, A3a, A3c, A3d
10.1.2	Students with handicaps complete high school, graduating with a standard or special diploma, or certificate of completion.	A3a, A3b
10.1.3	Non- and limited-English-proficient students with handicaps progress at a satisfactory rate in their special education and regular education programs.	F
10.1.4	Students with handicaps develop academic competencies:	
10.1.4.1	commensurate with their abilities, they develop competencies in appropriate academic curriculum areas such as reading, language arts, mathematics, science, social studies, cultural arts, and technology and	F1a, F3a, F3c, F4a, F5a
10.1.4.2	that achieve or go beyond their individualized educational program (IEP) goals and objectives in academicareas.	F
10.1.5	Students with handicaps develop vocational competencies commensurate with abilities and interests.	D, F
10.1.5.1	They acquire job preparation and vocational skills.	F
10.1.5.2	They demonstrate pre-employment competencies such as:	
10.1.5.2.1	ability to identify career or vocational interests,	D, F4b
10.1.5.2.2	knowledge of selected career and requisite skills and attributes,	F4b
10.1.5.2.3	ability to identify training and employment options and opportunities, and	F4b
10.1.5.2.4	ability to seek employment or further education or training.	F4b
10.1.5.3	As appropriate, students develop job-specific skills, including knowledge and skills normally required to carry out entry-level tasks of a specific occupation or cluster of occupations; and	F4b
10.1.5.4	Students develop work maturity skills, including those skills needed to obtain and retain a job.	F4b, G4b

INDIANA

		NCEO CODE
10.1.6	Students with handicaps develop positive behaviors and attitudes including:	
10.1.6.1	positive self-concepts,	G2
10.1.6.2	positive attitudes towards others,	G4
10.1.6.3	productive work and study habits, and	D
10.1.6.4	effective social skills.	G4b
10.1.7	Students with handicaps develop and express creative interests and talents.	F
10.1.8	Students with handicaps develop self-help and independent living skills in areas as:	
10.1.8.1	applying problem-solving and decision-making skills,	F2a
10.1.8.2	communicating needs and feelings effectively,	B1b, F1a
10.1.8.3	knowing about essential aids and equipment and how to acquire them,	C2d, F5a
10.1.8.4	knowing about benefit programs and financial assistance opportunities, and how to acquire them,	D1b
10.1.8.5	understanding affirmative action, fair employment, and other anti-discrimination guarantees that affect them,	D2c
10.1.8.6	advocating for legal, personal, or consumer rights,	D2c
10.1.8.7	negotiating confidently with agencies or individuals to acquire essential benefits and services,	D2c
10.1.8.8	understanding how earned and unearned income affects benefits eligibility,	D
10.1.8.9	knowing about and understanding how to acquire personal care assistance to live independently,	B1, D1b
10.1.8.10	knowing about housing options and understanding how to acquire them,	F4b
10.1.8.11	applying the principles of accessibility to homes,	B1
10.1.8.12	knowing about transportation options and how to acquire/use them, and	B1a, D1a
10.1.8.13	being comfortable in social situations and using leisure time productively.	C1e, G4b
10.2	**Stakeholders Satisfaction**	
10.2.1	Student Satisfaction	
10.2.1.1	Students with handicaps are satisfied with the educational services they have received and feel that the special education, regular education, and vocational education programs have met their needs.	H1b
10.2.1.2	Students with handicaps are satisfied with their progress in school.	H1d
10.2.1.3	Students with handicaps are satisfied with the way they have been treated in school by faculty, staff, and other students and with their level of integration with non-handicapped peers.	H1c
10.2.2	**Parents**	
10.2.2.1	Parents of children with handicaps are satisfied with:	
10.2.2.1.1	The special education program, procedures, and services provided for their children, and with their children's progress,	H2a, H2b, H2d

		NCEO CODE
10.2.2.1.2	Their level of participation and involvement,	H2c
10.2.2.1.3	The way their child is treated at school by faculty, staff, and other students, and	H2c
10.2.2.1.4	Their child's integration with non-handicapped students.	H2c
10.2.3	**School Staff Satisfaction**	
10.2.3.1	Staff members express a sense of challenge and satisfaction in their professional roles and feel they make a difference, as a result of involvement in decision-making.	H3
10.2.3.2	Staff are satisfied with the inclusion of students with handicaps within the regular education program, and have positive attitudes toward special education.	H3b
10.2.3.3	Staff are satisfied with the special education program and services in such areas as: policies and procedures, instructional delivery and results, and in-service training.	H3b
10.2.4	**Employers Satisfaction**	
10.2.4.1	Employers express willingness to employ students/graduates with handicaps, and are satisfied with the performance of these students and graduates.	H3a
10.2.5	**School Board and Community**	
10.2.5.1	The school board indicates support for the special education program through the allocation of necessary resources.	H3
10.2.5.2	Students with handicaps are viewed positively and treated well in the community.	G4
10.2.5.3	Parent and non-parent taxpayers indicate satisfaction with, and demonstrate support for, the special education program.	H3
10.2.5.4	Community leaders and business persons indicate support for the special education program through donations or contributions, employment of graduates, and support of special activities.	H3
10.3	**Post-School Outcomes**	
10.3.4	Special education graduates participate fully in society by voting, becoming members of civil groups and other community organizations, and taking part in social and recreational activities.	C1e, E2a, E3a

KANSAS

Kansas State Board of Education (Revised August 1992). Kansas Quality Performance Accreditation: A Dynamic, Changing Plan for Living, Learning and Working in a Global Society. Topeka, KS: Kansas State Board of Education.

Kansas adopted ten outcomes related to school improvement, standards of academic performance, human resource development, and community-based progress. Outcomes which pertained to student performance (Outcomes 1, 3, 5, 6, 7 and 8) and the related standards and indicators were matched to NCEO's model of educational outcomes and indicators for students completing school. Outcomes 2, 4, 9, and 10 do not address student performance or expected student outcomes, and therefore were not matched to NCEO's model. Kansas goals were matched at the indicator level when possible. However, part of outcome 1 and outcomes 5, 6, and 7 were only matched at the standard level (indicators were not matched) because the indicators described ways of measuring the standard, focusing on different content areas related to the standard. Three other Kansas indicators were not matched because they dealt with an expectation at the system level, not the student level. They are 1.2.6, 3.1.2, and 8.1.1. (The numbering format for Kansas is Outcome.Standard.Indicator. For example, 3.1.2 refers to outcome 3, standard 1, indicator 2, and 2.5 refers to outcome 2, standard 5.)

		NCEO CODE
Outcome 1:	Teachers, principals, board members and all other educational staff establish high expectations for student learning and provide continuous monitoring of student achievement.	
1.1	Teachers and principals demonstrate that all students have high level of mastery of basic skills.	F
1.2	Teachers, principals, board members and all other educational staff will demonstrate that all students have acquired a broad range of knowledge and skills which will enable them to live, learn and work in a global society.	
1.2.1	Teachers, principals and board members will increase or maintain a high student graduation rate.	A3a
1.2.2	Teachers, principals and board members will decrease or maintain a low student dropout rate.	A3d
1.2.3	Teachers and principals will demonstrate that course completion patterns reflect that all students have equal access to advanced math and science courses.	A2a
1.2.4	Teachers and principals will increase or maintain a high percentage of students demonstration proficiency in advanced mathematics and science.	F3a
1.2.5	Teachers and principals will increase or maintain a high percentage of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures.	F3a
Outcome 3.	Teachers, principals, board members and other educational staff demonstrate that students are actively engaged in learning within a orderly and safe environment.	
3.1	All students are engaged in meaningful, planned learning activities during the allocated school time.	
3.1.1	Teachers and principals will increase or maintain a high student attendance rate.	A1a

KANSAS

		NCEO CODE
3.1.3	Teachers and principals will demonstrate a decrease in or maintain a low number of out of school suspensions and expulsions.	A1a
3.2	Teachers, principals and students recognize and respect the value of multicultural education.	
3.2.1	Teachers, principals and students will demonstrate an understanding and respect for their own culture as will as for the cultural diversity of this country.	G3a
3.2.2	Teachers and principals will demonstrate a decrease or maintain a low number of incidence of crime and violent acts committed against students and teachers.	E1
Outcome 5.	Students communicate effectively to live, learn, and work in a global society.	
5.1	Students analyze, summarize and comprehend what is read in all subject areas.	F3c
5.2	Students demonstrate in their written composition and oral communication clear articulation, analysis, conceptualization, synthesis, and distillation of information.	F1a, F3e
5.3	Students demonstrate their adaptability/flexibility, interpersonal, negotiation, and oral communication skills necessary to work collaboratively in teams.	G4
Outcome 6.	Students think creatively and solve problems necessary to live, learn and work in a global society.	
6.1	All students successfully apply problem-solving skills.	F2a
6.2	All students demonstrate the ability to find information; to process, analyze, and synthesize it; and to apply it to new situations.	F
6.3	All students use creative, imaginative and divergent thinking of formulate and solve problems and to communicate their results.	F1a, F2a
Outcome 7.	Students work effectively both independently and in groups to live, learn, and work in a global society.	
7.1	All students demonstrate the ability to think and work together in the common cause of a mission.	G4c
7.2	All students demonstrate techniques for separating people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.	G
7.3	All students are tolerant of individual differences and work together without prejudice, bias or discrimination.	G3a, G4c
Outcome 8.	Students have the physical and emotional well-being necessary to live, learn, and work in a global society.	
8.1	All students have the knowledge, skills and attitudes essential to live a healthy and productive life.	
8.1.2	Students will participate in individual and team physical activities which prepare them for healthy life-long living.	C1e
8.1.3	Students will demonstrate an increased commitment to family, school, and community which will be reflected through a delayed or eliminated use of tobacco, alcohol and other drugs.	C1a, C1c

KENTUCKY

Council on School Performance Standards. (November, 1991). Preparing Kentucky Youth for the Next Century: What Students Should Know and Be Able to Do and How Learning Should Be Assessed. Frankfort: KY: State of Kentucky.

Kentucky established six learning goals and 75 learner outcomes which all students are expected to achieve. These were all matched to domains, outcomes, and indicators in NCEO's model of outcomes and indicators for students completing school. Many of Kentucky's goals and outcomes are meant to apply to adults, as products of the Kentucky school system, as well as individuals currently in the school system. Therefore, several Kentucky goals and outcomes were matched to NCEO indicators that refer to student performance in their next environment, as well as performance in students' current environment. Only one Kentucky outcome, 2.24, could not be mapped to NCEO's model.

		NCEO CODE
1.	Students are able to apply basic communication and mathematics skills in situations similar to what they will experience in life.	
1.1	Students use research tools to locate sources of information and ideas relevant to a specific need or problem.	F4a, F4b
1.2	Students construct meaning from a variety of print materials for a variety of purposes through reading.	F3c
1.3	Students construct meaning from messages communicated in a variety of ways for a variety of purposes through observing.	F1a
1.4	Students construct meaning from messages communicated in a variety of ways for a variety of purposes through listening.	F1a
1.5	Students communicate ideas by quantifying with whole, rational real and/or complex numbers.	F3a, F3b
1.6	Students manipulate information and communicate ideas with a variety of computational algorithms.	F3a, F3b
1.7	Students organize information and communicate ideas by visualizing space configurations and movements.	F3a, F3b
1.8	Students gather information and communicate ideas by measuring.	F3a, F3b
1.9	Students organize information and communicate ideas by algebraic and geometric reasoning such as relations, patterns, variables, unknown quantities, deductive and inductive processes.	F3a, F3b
1.10	Students organize information through development and use of classification rules and classification systems.	F4a, F4b
1.11	Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through writing.	F3f
1.12	Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through speaking.	F1a
1.13	Students construct meaning and/or communicate ideas and emotions through the visual arts.	F1a, F4a, F4b

KANSAS

		NCEO CODE
8.1.4	Schools will demonstrate a decrease in student at-risk behavior; e.g. teenage pregnancy and sexually transmitted disease.	C1d

KENTUCKY

		NCEO CODE
1.14	Students construct meaning and/or communicate ideas and emotions through music.	F1a, F4a, F4b
1.15	Students construct meaning from and/or communicate ideas and emotions through movement.	F1a, F4a, F4b
1.16	Students use computers and other electronic technology to gather, organize, manipulate, and express information and ideas.	F5a, F5b
2.	Students shall develop their abilities to apply core concepts and principles from science, mathematics, social studies, arts and humanities, practice living studies, and vocational studies to what they will encounter in life.	
2.1	Students use appropriate and relevant scientific skills to solve specific problems in real-life situations.	F2a, F4a, F4b
2.2	Students identify, compare, and contrast patterns and use patterns to understand and interpret past and present events and predict future events.	F4a, F4b
2.3	Students identify and describe systems, subsystems, and components and their interactions by completing tasks and/or creating products.	F4a, F4b
2.4	Students use models and scales to explain or predict the organization, function, and behavior of objects, materials, and living things in their environment.	F4a, F4b
2.5	Students understand the tendency of nature to remain constant or move toward a steady state in closed systems.	F4a, F4b
2.6	Students compete tasks and/or develop products which identify, describe, and direct evolutionary change which has occurred or is occurring around them.	F4a, F4b
2.7	Students demonstrate understanding of number concepts.	F3a, F3b
2.8	Students demonstrate understanding of concepts related to mathematical procedures.	F3a, F3b
2.9	Students demonstrate understanding of concepts related to space and dimensionality.	F3a, F3b
2.10	Students demonstrate understanding of measurement concepts.	F3a, F3b
2.11	Students demonstrate understanding of change concepts on patterns and functions.	F3a, F3b
2.12	Students demonstrate understanding of concepts related to mathematical structure.	F3a, F3b
2.13	Students demonstrate understanding of data concepts related to both certain and uncertain events.	F3a, F3b
2.14	Students recognize issues of justice, equality, responsibility, choice, and freedom and apply these democratic principles to real-life situations.	E, F4a, F4b
2.15	Students recognize varying forms of government and address issues of importance to citizens in a democracy, including authority, power, civic action, and rights and responsibilities.	F4a, F4b

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		NCEO CODE
2.16	Students recognize varying social groupings and institutions and address issues of importance to members of them, including beliefs, customs, norms, roles, equity, order and change.	G3
2.17	Students interact effectively and work cooperatively with the diverse ethnic and cultural groups of our nation and world.	G3a, G4b
2.18	Students make economic decisions regarding production and consumption of goods and services related to real-life situations.	F4a, F4b
2.19	Students recognize the geographic interaction between people and their surroundings in order to make decisions and take actions that reflect responsibility for the environment.	D
2.20	Students recognize continuity and change in historical events, conditions, trends, and issues in order to make decisions for a better future.	F4b
2.21	Students observe, analyze, and interpret human behaviors to acquire a better understanding of self, others and human relationships.	G
2.22	Students create products and make presentations that convey concepts and feelings.	F1a
2.23	Students analyze their own and others' artistic products and performances.	F2a
2.24	Students appreciate creativity and values of the arts and the humanities.	No match
2.25	Through their productions and performances or interpretation, students show an understanding of the influence of time, place, personality, and society on the arts and humanities.	F4a, F4b
2.26	Students recognize differences and commonalties in the human experience through their productions, performances, or interpretations.	F4a, F4b
2.27	Students complete tasks, make presentations and create models that demonstrate awareness of the diversity of forms, structures, and concepts across languages and how they may interrelate.	F4a, F4b
2.28	Students understand and communicate in a second language.	F4a, F4b
2.29	Students demonstrate positive individual and family life skills.	D2, G4
2.30	Students demonstrate effective decision-making and evaluate consumer skills.	D
2.31	Students demonstrate skills and self-responsibility in understanding, achieving and maintaining physical wellness.	C1, C2
2.32	Students demonstrate positive strategies for achieving and maintaining mental and emotional wellness.	G
2.33	Students demonstrate the ability to assess and access health systems, services and resources available in their community which maintain and promote healthy living for its citizens.	C2d
2.34	Students perform psychomotor skills effectively and efficiently in a variety of settings.	C
2.35	Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity.	C1e
2.36	Students demonstrate strategies for selecting career path options.	D2a, F4b

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		NCEO CODE
2.37	Students produce and/or make presentations that communicate school-to-work/post-secondary transition skills.	F4b
2.38	Students demonstrate the ability to complete a post-secondary opportunities search.	F4b
3.	Students shall develop their abilities to become self-sufficient individuals.	
3.1	Students demonstrate positive growth in self-concept through appropriate tasks or projects.	G2
3.2	Students demonstrate the ability to maintain a health lifestyle.	C1
3.3	Students demonstrate the ability to adaptable and flexible through appropriate tasks or projects.	G1a
3.4	Students demonstrate the ability to be resourceful and creative.	F2a
3.5	Students demonstrate self-control and self-discipline.	G
3.6	Students demonstrate the ability to make decisions based on ethical values.	D2
3.7	Students demonstrate the ability to learn on one's own.	D2d
4.	Students shall develop their ability to become responsible members of a family, work group or community.	
4.1	Students effectively use interpersonal skills.	G4b
4.2	Students use productive team membership skills.	G4c
4.3	Students individually demonstrate consistent, responsive, and caring behavior.	G4
4.4	Students demonstrate the ability to accept the rights and responsibilities for self and others.	D2, E
4.5	Students demonstrate an understanding of, appreciation for and sensitivity to a multicultural and world view.	G3a
4.6	Students demonstrate an open mind to alternative perspectives.	G3a, G4
5.	Students shall develop their abilities to solve problems both in school and in a variety of situations similar to what they will encounter in life.	
5.1	Students use critical thinking skills in a variety of situations that will be encountered in life.	F2a
5.2	Students use creative thinking skills to develop or invent novel, constructive ideas or products.	F2a
5.3	Students create and modify their understanding of a concept through organizing information.	F2a
5.4	Students use a decision-making process to make informed decisions among options.	F2a
5.5	Students use problem-solving process to develop solutions to relatively complex problems.	F2a
6.	Students shall develop their abilities to connect and integrate knowledge from all disciplines into their own knowledge bases.	
6.1	Students address situations (e.g., topics, problems, decision, products) from multiple perspectives and produce presentations or products that demonstrate a broad understanding. Examples of perspectives include: economic, social cultural, political, historic, physical, technical, aesthetic, environmental, and personal.	F2a

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		NCEO CODE
6.2	Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.	D2d
6.3	Students expand their understanding of existing knowledge (e.g. , topic, problem, situation, product) by making connections with new and unfamiliar knowledge, skills, and experiences.	F2a

LOUISIANA

Louisiana Board of Elementary and Secondary Education (1989-90). Louisiana Progress Profile: State-Level Report. pg. 43-53. Baton Rouge, LA: Louisiana Department of Education.

Louisiana prepared a list of input and outcome indicators that are measured every year as a part of the State's Progress Profile initiative. The input indicators are not related to individual student performance, and therefore were not mapped to the NCEO model. The eight broad outcome indicators, though not intended to be a comprehensive list of all the factors necessary to create effective schools, were matched to domains and outcomes in NCEO's model of educational outcomes and indicators for students completing school.

		NCEO CODE
1.	Student Attendance	A1a
2.	Graduation Rate	A3a
3.	Dropouts	A3d
4.	Suspensions and Expulsions	A1a
5.	LEAP Tests	F
6.	CRT Results	F
7.	NRT Results	F
8.	ACT and SAT Results	F

MICHIGAN

Frey, W. (January 1991). Outcome Indicators for Special Education. Center for Quality Special Education Disability Research Systems, Inc. East Lansing, Michigan.

Michigan established outcome indicators for each special education disability classification. These were matched to the domain, outcome or indicator in the NCEO model of educational outcomes and indicators for student completing school.

		NCEO CODE
Learning Disabilities (LD)		
1.	Basic Academics	
1.1	Complete local school minimum general education requirements.	A3a
2.	Self-Esteem and Social Integration	
2.1	Approach personal decisions and challenges with competence and a positive and realistic attitude.	G1a
2.2	Proceed effectively in social situations and settings.	G4b
2.3	Work effectively to build relationships.	G4
3.	Personal Efficiency and Productivity	
3.1	Manage activities involving mathematical concepts effectively.	F3a
3.2	Approach and complete tasks responsibly and efficiently.	D2a
3.3	Proceed systematically toward fulfillment of career and other life pursuits.	D2a
4.	Language and Communication	
4.1	Facilitate the efficient interpretation and retrieval of information presented orally.	F1a
4.2	Express themselves effectively when communication orally.	F1a
4.3	Facilitate the efficient interpretation and retrieval of information presented in print formats.	F3c
4.4	Express themselves effectively when communicating in print format.	F3e
Educable Mental Impairment (EMI)		
1.	Academics	
1.1	Ability to understand and use spoken language to communicate effectively.	F1a
1.2	Ability to interact with print material to comprehend and convey main ideas, draw conclusions, and make judgments.	F3c
1.3	Ability to use math processes.	F3a
2.	Social Competence	
2.1	Ability to interact appropriately within the course of daily social, vocational, and community living.	G4

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		NCEO CODE
2.2	Ability to develop and maintain friendships and a support network.	G4a
3.	Community Integration	
3.1	Ability to travel efficiently within the community and beyond.	D1a
3.2	Ability to access the community to meet personal and daily living needs.	D1b
3.3	Ability to follow basic safety precautions and procedures to protect self and others.	C2a, D2b
3.4	Ability to act as a responsible citizen.	E
4.	Personal Growth and Health and Fitness	
4.1	Ability to effectively advocate for self.	D2c
4.2	Competency in personal decision making.	D2
4.3	Ability to manage personal health care and fitness.	C2b, C2c, D2b
4.4	Ability to maintain appropriate hygiene, grooming and appearance.	D2b
4.5	Ability to participate in leisure and recreation activities.	C1e
5.	Vocational Integration	
5.1	Knowledge of realistic vocation options and a comprehensive plan for career development.	D2a
5.2	Ability to organize self, compete tasks, and maintain job performance standards.	D2a
6.	Domestic Living Environment	
6.1	Knowledge of personal legal rights and responsibilities..	D2c
6.2	Ability to maintain a personal living environment.	B1e, D2b
6.3	Understanding of the personal responsibilities inherent in family, communal, or other living arrangements.	G4
Speech and Language Impairments (SLI)		
1.	Basic Academics	
1.1	Completion of local school minimum graduation requirements in all subject areas.	A3a
2.	Language for Learning and Problem Solving	
2.1	Ability to comprehend and use vocabulary necessary to support communication and learning.	F1a
2.2	Ability to comprehend and use basic language structures necessary to support communication and learning.	F1a
2.3	Ability to use language as a tool to facilitate learning and problem solving.	F1a
3.	Social Interaction Skills for Effective Communication	
3.1	Ability to use language to serve a variety of functions.	F1a
3.2	Ability to facilitate effective conversations and other communications.	F1a

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		NCEO CODE
4.	Primary Communication Mode	
4.1	Ability to use speech that is intelligible, audible and fluent.	B1b
4.2	Ability to communicate effectively with an augmentative communication mode and, when necessary, an alternative communication mode.	B1b
5.	Personal Communication Effectiveness.	
5.1	Ability to present self as a confident communicator.	F1a
Emotional Impairment (EI)		
1.	Basic Academics	
1.1	Completion of local school minimum graduation requirements.	A3a
2.	Emotional Development	
2.1	Ability to effectively advocate for self.	D2c
2.2	Ability to evaluate emotions and personal conduct.	G
3.	Prosocial Skills and Adaptive Behavior Social Skills.	
3.1	Understanding of the elements inherent in typical emotional and social relationships.	G
3.2	Ability to participate appropriately in group activities.	G4b, G4c
3.3	Ability to convey thoughts and feelings in socially acceptable ways.	G4b
4.	Task Completion	
4.1	Ability to implement routines, apply strategies, and follow through to task completion.	D2a
4.2	Ability to access resources to compete tasks effectively.	D1b, D2a
5.	Life-Style Precautions	
5.1	Comprehensive knowledge of behaviors that are potentially harmful and strategies for prevention and response.	C1, D2b, E
5.2	Understanding of civil and criminal laws.	E
5.3	Understanding of the consequences of sexual activity and the strategies for dealing with those consequences.	C1d, G1b
5.4	Ability to construct leisure routines.	C1e, D2
6.	Prevocational, Vocational and Career Education	
6.1	Knowledge of realistic vocational options and a comprehensive plan for career development.	D2a
6.2	Ability to use effective job procurement strategies.	D2a
7.	Parenting and Adult Living Education.	
7.1	Ability to assume responsibilities associated with the operation of a living environment.	D2
7.2	Ability to care for self and others.	D2

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	Visual Impairment (VI)	NCEO CODE
1.	Basic Academics	
1.1	Students complete local school minimum graduation requirements.	A3a
1.2	Ability to use low vision and blindness materials and techniques to solve problems requiring basic mathematical skills (+, -, x, ÷, geometry).	B1c
1.3	Ability to use measurement tools and read/interpret (adapted) graphic maps, globes, gauges, graphs, diagrams, and charts in primary learning medium using low vision and blindness techniques.	B1c
1.4	Ability to communicate through creating written/printed material.	F3e
2.	Maximizing Use of Sensory Abilities.	
2.1	Knowledge of personal visual loss and functioning.	B
2.2	Knowledge of assistive devices, techniques, and resources for maximizing visual efficiency.	D1b
3.	Accessing Information in Inkprint.	
3.1	Technical ability for sustained reading at the 7th grade level using Braille or ink print.	B1c
3.2	Knowledge of services, agencies and organizations that are available to people with visual impairment and the ability to obtain books and personally useful services.	D1b
4.	Competence in Orientation and Mobility	
4.1	Technical ability to move about in one's living, neighborhood, community, and work environments.	B1a
4.2	Technical ability to use all major forms of public transportation.	B1a
4.3	Technical ability to travel to specified destinations in an unfamiliar community of at least moderate size (approximately 50,000) and return to point of beginning.	B1a
4.4	Ability to locate and read survival symbols in order to access public places (elevators, rest rooms, restaurants, etc.).	B1e
5.	Productivity	
5.1	Ability to set goals, organize tasks toward meeting goals, and carry out plans commensurate with personal, daily living, or work (employment) needs.	D2a
5.2	Ability to articulate a realistic vocational/career goal or vocational education plan.	D2a
6.	Personal Management	
6.1	Ability to manage daily living tasks using established low vision and blindness techniques.	B1e
6.2	Ability to manage eating and other personal care needs using established low vision and blindness techniques.	B1e
6.3	Ability to participate in active leisure or recreation activities.	C1e
6.4	Competence in the practical skill areas: telephone usage, time and money skills.	D1c, F4

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		NCEO CODE
6.5	Knowledge of proper prevention of and procedures for responding to emergencies.	C2a, D2b
6.6	Demonstrates a well-developed knowledge of self.	G2
7.	Social and Interpersonal Relations	
7.1	Ability to effectively interact socially with others and to communicate one's thoughts to enable constructive daily living interaction.	G4b
Severe Cognitive Deficits (SCD)		
1.	Dressing Routines	
1.1	The student is integrated into domestic dressing routines.	A2
1.2	The student is integrated into vocational dressing routines.	A2
1.3	The student is integrated into community dressing routines.	A2
2.	Eating Routines.	
2.1	The student is integrated into domestic eating routines.	A2
2.2	The student is integrated into vocational eating routines.	A2
2.3	The student is integrated into community eating routines.	A2
3.	Personal Cleanliness and grooming routines.	
3.1	The student is integrated into domestic personal cleanliness and grooming routines.	A2
3.2	The student is integrated into vocational personal cleanliness and grooming routines.	A2
3.3	The student is integrated into community personal cleanliness and grooming routines.	A2
4.	Toileting Routines	
4.1	The student is integrated into domestic toileting routines.	A2
4.2	The student is integrated into vocational toileting routines.	A2
4.3	The student is integrated into community toileting routines.	A2
5.	Physical Health and Safety Routines.	
5.1	The student is integrated into a routine of domestic physical health and safety activities.	A2, C2
5.2	The student is integrated into a routine of vocational physical health and safety activities.	A2, C2
5.3	The student is integrated into a routine of community physical health and safety activities.	A2, C2
6.	Leisure Skills/Activity Routines.	
6.1	The student is integrated into a routine of domestic leisure activities.	C1e
6.2	The student is integrated into a routine of vocational leisure activities.	C1e
6.3	The student is integrated into a routine of community leisure activities.	C1e

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		NCEO CODE
7.	Productivity Routines.	
7.1	The student is integrated into a variety of productive domestic routines.	A2
7.2	The student is integrated into vocationally related work routines.	A2
7.3	The student is integrated into productive community routines.	A2
8.	Travel/Mobility Routines	
8.1	The student is integrated into domestic travel/mobility routines.	A2
8.2	The student is integrated into vocational travel/mobility routines.	A2
8.3	The student is integrated into community travel/mobility routines.	A2
9.	Communication Routines.	
9.1	The student is integrated into domestic communication routines.	F1a
9.2	The student is integrated into vocational communication routines.	F1a
9.3	The student is integrated into community communication routines.	F1a
Hearing Impairment (HI)		
1.	Basic Academics	
1.1	Student completes the local school minimum graduation requirements in all subject areas.	A3a
2.	Language	
2.1	Ability to use a variety of language skills to fully understand or express the content (meaning) of communication with others (language content).	F1a
2.2	Ability to properly use English grammar and syntax (form) in spoken/sign/written communication.	F1a
2.3	Ability to use language in conversation (pragmatics).	F1a
3.	Use of Hearing	
3.1	Knowledge of personal hearing loss and the implications of this loss.	B
3.2	Knowledge of assistive listening devices and related resources and services.	D1b
3.3	Demonstrates skill in maximizing use of residual hearing.	B
4.	Primary Communication Mode.	
4.1	Ability to speak intelligibly.	F1a
4.2	Ability to use sign language effectively.	B1b
5.	Specialized or Alternative Communication Strategies and Devices.	
5.1	Ability to locate, select, and use assistive devices (including proficiency in the use of Telecommunication Devices for the Deaf).	D1b

MICHIGAN

		NCEO CODE
5.2	Ability to describe techniques for emergency prevention/preparedness and accessing appropriate resources.	C2
5.3	Ability to communicate with at least one alternate mode of communication.	B1b
6.	Productivity	
6.1	Ability to set goals, plan, and persevere on tasks designed to reach those goals.	D2a
6.2	Ability to articulate a realistic vocational goal or vocational education plan.	D2a
7.	Personal and Interpersonal Skills	
7.1	Knowledge of how to access and use social resources and services.	D1b
7.2	Demonstrates a well-developed knowledge of self.	G2
7.3	Possesses a sophisticated level of interpersonal understanding necessary for social relationships and community integration.	G4b

MINNESOTA

Minnesota Department of Education (March 1993). Graduation Outcomes (working draft). St. Paul, MN: Minnesota Department of Education.

Minnesota identified comprehensive outcomes in six broad areas and thirteen general content outcomes. These were matched to NCEO's model of educational outcomes and indicators for students completing school. The comprehensive outcomes are identified with the prefix "CO" in level 3 of the matching activity.

COMPREHENSIVE OUTCOMES		NCEO CODE
1	Thinks purposefully	F2
1a	uses strategies to form concepts, make decisions, and solve problems;	F2a
1b	applies a variety of integrated processes, including critical and creative thinking to accomplish complex tasks;	F2a
1c	evaluates the effectiveness of mental strategies through meaningful reflection; and	F2a, G
1d	demonstrates flexibility, persistence, and a sense of ethical considerations.	D2
2	Directs own learning	D2
2a	sets well-defined goals and manages the process of achieving them;	D2a
2b	acquires, organizes and uses information;	D2, F
2c	initiates learning activities in the pursuit of individual interests;	D2, F
2d	applies technology to specific tasks;	F5a
2e	applies realistic self-appraisal in selecting the content, method, and pace for learning; and	D2, F2a
2f	integrates knowledge and skills in both familiar and new situations.	F
3	Communicates effectively	F1
3a	conveys messages through a variety of methods and products;	F1a
3b	adapts messages to various audiences and purposes;	F1a
3c	engages the intended audience to understand and respond; and	F1a
3d	receives and interprets the communication of others.	F1a
4	Works productively with others	G4
4a	participates as a team member in pursuit of group goals and products	G4c
4b	works well with individuals from diverse backgrounds;	G3a

MINNESOTA

		NCEO CODE
4c	applies conflict-management strategies; and	G4b
4d	teaches others new skills.	E
5	Acts responsibly as a citizen	G3, G4
5a	understands diversity and the interdependence of people in local and global communities;	G3a
5b	demonstrates a respect for human differences;	G3a
5c	makes informed decisions; and	F2a
5d	exercises leadership on behalf of the common good.	E
6	Makes lifework decisions	F4b
6a	knows self, lifework options, and lifework planning processes;	F4b
6b	understands work forces and societal trends;	F4b
6c	responds positively to changing work environments; and	F4b
6d	adapts to the stages and dynamics of one's life.	G1
Content Outcomes		
1	Understands and expresses thoughts and feelings in English and another language* by:	
1a	Applying reading strategies appropriate to the material and purpose.	F3c
1b	Applying writing strategies appropriate to the audience and purpose.	F3f
1c	Applying speaking strategies appropriate to the audience and purpose.	F1a
1d	Applying listening strategies appropriate to the audience and purpose.	F1
1e	Applying critical viewing strategies appropriate to the audience and purpose.	F2a
	* Note: A separate standard will be set for each language. A separate effective date for the other language is also recommended	
2	Understands mathematical processes by:	
2a	Applying number sense, number relationships, and a variety of computational procedures.	F3a
2b	Analyzing patterns and functional relationships in order to solve problems and model cause/effect interactions.	F3a
2c	Applying concepts of randomness and uncertainty to make predictions and decisions based on probabilities.	F3a
2d	Applying concepts of shape and space to illustrate and describe the physical world and solve problems involving multidimensional space.	F3a
2e	Applying data handling and measurement techniques to solve problems an justify conclusions.	F3a
3	Applies multiple methods of inquiry in order to plan and conduct research, draw conclusions, and communicate and apply findings.	F
4	Understands relationships among living things and their environments.	F

MINNESOTA

		NCEO CODE
5	Understands the physical word, earth, and space.	F4
6	Understands the relationships among the earth's physical features and people across cultures and time.	F
7	Understands the past and continuous development of societies and cultures from diverse and global perspectives.	F
8	Understands the interaction of people and economic, political, and governmental systems.	F, E
9	Understands stewardship for the environment.	D
10	Understands the diversity and meaning of artistic expression.	F4
11	Understands technological systems and applications.	F5
12	Understands the integration of physical, emotional, and spiritual wellness.	G
13	Understands the effective management of resources in a household, business, community, and government.	D

NEW HAMPSHIRE

Center for Resources Management (1992). A Model of Outcome-Based Accountability. NH: Center for Resource Management (CRM).

Outcomes and indicators were developed and offered by CRM for local use by schools participating in the New Hampshire Special Education Program Improvement Partnership. All seven examples of exit outcomes and eight indicators were matched to NCEO's model of educational outcomes and indicators for students completing school.

		NCEO CODE
Examples of Exit Outcomes		
1.	Are competent in academic and non-academic areas.	F
2.	Are capable thinkers and problem-solvers.	F2
3.	Are self-directed learners.	D2a
4.	Are efficient and productive workers and quality producers.	G4c
5.	Are collaborative workers.	G4c
6.	Are community contributors.	E3a
7.	Understand and demonstrate personal and global stewardship.	D2, E
Indicators		
8.	Attendance Rates	A1a
9.	Rate of course participation	A2a
10.	Rate of extra-curricular participation	A2c
11.	Promotion rates	A3a
12.	Distribution of grades of other indicators of mastery in courses/core learning areas	F
13.	Test scores and assessment results	F
14.	Discipline/Suspension rates	A1a, E1a
15.	Personal development assessment results	G

NEW MEXICO

Morgan, A.D. (1990). Educational Standards for New Mexico Schools. Santa Fe, NM: New Mexico State Board of Education.

New Mexico identified thirteen academic and application goals, all of which were matched to NCEO's model of educational outcomes and indicators for students completing school.

Academic Goals		**NCEO CODE**
1.	Communication: our students will communicate effectively through a proficient use of reading, writing, speaking and listening skills.	F1a, F3c, F3c
2.	Quantitative: our students will apply the principles and concepts of mathematics and will be proficient in the skills of computation, measurement, estimation, and the summary and display of data.	F3a
3.	Aesthetics: our students will have a knowledge of and will participate to the extent possible in the arts, drama, literature, and music.	F4
4.	Physical Health: our students will evaluate and integrate a knowledge of personal and public health and will maintain acceptable levels of physical fitness.	C2, C3a
5.	Science: our students will be knowledgeable about scientific principles and be able to apply scientific methods.	F4a
6.	Social skills: our students will demonstrate the knowledge and skills necessary to participate in the social, political and economic life of our nation and interdependent world.	E, F4a
7.	Cultural Knowledge: our students will demonstrate knowledge of the cultural diversity of our state, nation, and world; their customs, languages, people and history.	G3a
8.	Analytical Thinking: our students will be proficient in the process of problem solving, in the skills of deductive and inductive reasoning, and in the critical thinking skills which include analyzing, evaluation, synthesizing and distinguishing fact from opinion.	F2a
9.	Life Skills: our students will be knowledgeable about career opportunities and requirements, work ethics, community resources, consumer economics, and will demonstrate the skills, abilities and attitudes necessary to get and keep a job.	D1b, D2a, F
10.	Technology: our students will have a knowledge of technology, its scientific basis and its applications in and effects on society.	F5a
11.	Environment: our students will demonstrate a knowledge and understanding of our natural environment and the role which the human race plays in the balance of nature.	F4
12.	Personal and Interpersonal Health: our students will demonstrate the knowledge, abilities and attitudes necessary to maintain personal, mental and emotional health and productive interpersonal relations.	C1, G4

NEW MEXICO

		NCEO CODE
13.	Lifelong Learning: our students will acquire knowledge, abilities and attitudes necessary to continue the learning process throughout their lives.	D2d

NEW YORK

University of the State of New York (1991). A New Compact for Learning: Improving Public Elementary, Middle, and Secondary Education Results in the 1990s. Albany, NY: New York State Department of Education. pg. 19-20.

New York identified ten goals for elementary, middle, and secondary school students. All ten goals and the related expected outcomes were matched to NCEO's model on educational outcomes and indicators for students completing school.

		NCEO CODE
1.	Each student will master communication and computation skills as a foundation to:	
1.1	Think logically and creatively.	F2a
1.2	Apply reasoning skills to issues and problems.	F2a
1.3	Comprehend written, spoken, and visual presentations in various media.	F
1.4	Speak, listen to, read and write clearly and effectively in English.	F1, F3
1.5	Perform basic mathematical calculations.	F3a
1.6	Speak, listen to read, and write at least one language other than English.	F4a
1.7	Use current and developing technologies for academic and occupational pursuits.	F5a, F5b
1.8	Determine what information is needed for particular purposes and be able to use libraries and other resources to acquire, organize and use that information for those purposes.	F2a
2.	Each student will be able to apply methods of inquiry and knowledge learned through the following disciplines and use the methods and knowledge in interdisciplinary applications:	
2.1	English language arts.	F3
2.2	Science, mathematics, and technology.	F3a, F4a, F5a
2.3	History and social science.	F4a
2.4	Arts and humanities.	F4a
2.5	Language and literature in at least one language other than English.	F4a
2.6	Technical and occupational studies.	F4a, F5a
2.7	Physical education, health, and home economics.	C2, F4a
3.	Each student will acquire knowledge, understanding and appreciation of the artistic, cultural, and intellectual accomplishments of civilization, and develop the skills to express personal artistic talents. Area include:	
3.1	Ways to develop knowledge and appreciation of the arts.	F4a

NEW YORK

		NCEO CODE
3.2	Aesthetic judgments and the ability to apply them to works of art.	F4a
3.3	Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups.	F4a
3.4	Ability to produce or perform works in at least one major art form.	F4a
3.5	Materials, media and history of major art forms.	F4a
3.6	Understanding of the diversity of cultural heritages.	G3a
4.	Each student will acquire and be able to apply knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:	
4.1	Political, economic, and social processes and policies in the United States at national, State and local levels.	F4a
4.2	Political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems.	F4a, G3a
4.3	Roles and responsibilities the student will assume as an adult, including those of parent, home manager, family member, worker, learner, consumer and citizen.	D, F4b
4.4	Understanding of the institution of the "family," respect for its function, diversity, and variety of form, and the need to balance work and family in a bias-free democratic society.	D, G
5.	Each student will respect and practice basic civic values and acquire and use the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:	
5.1	Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights.	G3a
5.2	Respect for self, others, and property as integral to a self-governing, democratic society.	E, G
5.3	Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.	F2a, G4b
6.	Each student will develop the ability to understand, appreciate, and cooperate with people of different race, sex, ability, cultural heritage, national origin, religion, and political, economic and social background, and to understand and appreciate their values, beliefs, and attitudes.	G3a
7.	Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.	D, F4a
8.	Each student will be prepared to enter upon post-secondary education and/or career-level employment at graduation from high school. Included are:	
8.1	The interpersonal, organizational, and personal skills needed to work as a group member.	G4b
8.2	The ability to use the skills of decision making, problem solving, and resource management.	F2a
8.3	An understanding of ethical behavior and the importance of values.	D2, G

		NCEO CODE
8.4	The ability to acquire and use the knowledge and the skill to manage and lead satisfying personal lives and contribute to the common good.	E
9.	Each student will develop knowledge, skills and attitudes which will enhance personal life management, promote positive parenting skills, and enable functioning effectively in a democratic society. Included are:	
9.1	Self-esteem.	G2
9.2	Ability to maintain physical, mental, and emotional health.	C, G
9.3	Understanding of the ill effects of alcohol, tobacco, and other drugs and of other practices dangerous to health.	C1
9.4	Basic skills for living, decision making, problem solving, and managing personal resources to attain goals.	D2a, D2b
9.5	Understanding of the multiple roles adults assume, and the rights and responsibilities of those roles.	D2, E, F4b, G
9.6	Basic skills for parenting and child development.	D, F4b
10.	Each student will develop a commitment to lifetime learning and constructive use of such learning, with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, refining the ability to judge, and applying skills needed to take ethical advantage of technological advances.	D2

TEXAS

Academic Excellence Indicator Advisory Committee. (May 1991). Accountability and Improvement in Texas Education (draft). Austin, TX: Texas State Board of Education.

Texas identified 10 academic indicators for special education. These and the related measurement indicators for special education were matched to NCEO's model on educational outcomes and indicators for students completing school. Also matched were nine additional suggested indicators of educational effectiveness for special education students. In this document's Level 3 mapping activity the academic excellence indicators can be found with the code "AI," and the additional special education indicators are noted with the code "SE".

Not all of the indicators could be matched to NCEO's model. AI 1e and Se 1 were not included because they refer to a process rather than a student outcome (e.g., staff development or assessment activities). AI 10 and AI 8b were not included because they refer to post-school outcomes rather than school completion outcomes.

Although SE 6 and SE 7 are appropriate indicators to map to this model, a match to a specific NCEO domain was not made because of the general nature of the indicators.

Academic Excellence Indicators (AI)		NCEO CODE
1.	Criterion-referenced tests will consist of the Texas Assessment of Academic Skills (TAAS) performance reported by grade level.	
1.a	Percent passing all tests taken; and	F
1.b	Percent receiving academic recognition (demonstrating mastery of all objectives on all tests).	F
1.c	Percent of special education students passing all tests taken; and	F
1.d	Percent of special education students receiving academic recognition (demonstrating mastery of all objectives of all tests).	F
2.	College entrance examinations are defined as the Scholastic Aptitude Test (SAT) and the American College Test (ACT). Scores to be reported include:	
2.a	Average score (SAT- Total; ACT- Composite);	F
2.b	Percent of graduating seniors taking the tests; and	A2d
2.c	Percent at or above 1000 on SAT (total) and at or above 25 on the ACT (Composite).	F
2.d	Percent of special education students taking adapted college entrance examinations (e.g., Gaulladet, Braile SAT).	A2d, B1
3.	Norm referenced test information will be included in next year's report.	A2d, F

TEXAS

		NCEO CODE
3.a	Norm referenced test information will be included in next year's report for special education students when appropriate.	A2d, F
4.	High school graduation rate.	A3a
4.a	Percent of special education students graduating (relative to total special education population expected to graduate within the current academic year.).	A3a
5.	Percent of students enrolled in at least one advanced course.	A2a
5.a	Percent of special education students enrolled in at least one advance course.	A2a
6.	Percent of student attendance, defined as ADA/ADM where ADA is defined as average daily attendance and ADM as average daily membership.	A1a
7.	Annual dropout rate for the campus.	A3d
7.a	Annual dropout rate for special education student population (by campus, by district.)	A3d
8.	Percent of students passing all portion of the Texas Academic Skills Program (TASP) on first attempt.	F
8.a	Percent of special education students passing all portions of the Texas Academic Skills Program (TASP).	F
9.	Percent of seniors expected to graduate who will receive the "advanced" or "advanced with honors" seal affixed to the transcript.	F
9.a	Percent of special education students (relative to special education population expected to graduate) who will receive the "advanced" or "advanced with honors" seal affixed to the transcript.	F
Additional suggested indicators of education effectiveness for special education students: (SE)		
2.	Percent of students satisfied with their school experience (Student Satisfaction Survey);	H1c
3.	Percent of parents satisfied with the special education program provided by the district/school (Parent Satisfaction Survey);	H2b
4.	Percent of teachers satisfied with the special education program provided by the district/school (Teacher Satisfaction Survey);	H3b
5.	Percent of support services personnel satisfied with the special education program provided by the district/school (Support Services Personnel Satisfaction Survey);	H3b
6.	Percent of IEP goals met within current school year;	no match
7.	Percent of IEP objectives achieved within current school year;	no match
8.	Percent of special education students in a given school year moved to more inclusive instructional settings.	A2a
9.	Attendance, graduation, dropout, and suspension rates of students with disabilities compare favorably with rates of regular education students.	A1a, A3a, A3d

VERMONT

Vermont State Board of Education. The Vermont Common Core of Learning: Education for the 21st Century (draft). Montpelier, VT: Vermont Department of Education.

Vermont identified 21 "vital results" within four core areas. All vital results in the core areas of Communication (C), Reasoning and Problem Solving (PS), Personal Development (PD), and Social Responsibility (SR) were matched to NCEO's model of educational outcomes and indicators for students completing school. In Vermont's document, outcomes are listed with several bullets further describing the outcome. In order to refer to each bullet, they have lettered using a, b, c, etc. For example, PD-5b is the second bullet under outcome 5 in the core area of personal development.

Communication (C)		**NCEO CODE**
1.	Listens actively, for a variety of purposes.	F1a
1a	Understands and interprets complex communications, such as verbal messages, music and poetry.	F1a
1b	Seeks clarification when necessary.	F1a
1c	Recognizes bias, stereotyping and manipulation in communication.	F1a
2.	Expresses him/herself with power and purpose.	F1
2a	Employs a command of spoken language to get things done, express ideas and convictions, and enjoy him/herself and others.	F1a
2b	Understands the vocabulary of the arts, and develops expressive ability in one or more art forms.	F4a
3.	Reads with understanding and reads critically, to interpret a variety of materials.	F3c
3a	Can read for a variety of purposes.	F3c
3b	Responds to what is read by questioning and connecting the material to what he/she already knows.	F2a, F3c
4.	Writes effectively, for a variety of purposes.	F3e
4a	Uses writing as a powerful tool to share information and knowledge, to influence and persuade, and to create and entertain.	F3e
4b	Understands and effectively employs the writing process.	F3e
4c	Reflects on his/her own writing, evaluating both process and product to communicate more effectively.	F3e
5.	Uses the tools of information technology to communicate.	F1, F5a
5a	Is conversant with computers and current systems for telecommunication.	F5a
5b	Can comfortably learn about and work with emerging information technologies, such as multimedia applications.	F5a
5c	Can use libraries to explore and gather information and ideas.	F5a

VERMONT

		NCEO CODE
6.	Uses a non-native language to communicate and gain insights into other cultures.	F4a
6a	Asks and answers questions in a second language and can at least converse simply, in areas of immediate need.	F4a
7.	Uses the fine and performing arts to communicate, investigate and create.	F4a
7a	Can use and understand language appropriate to the arts.	F4a
7b	Can create an original work in the fine or performing arts.	F4a
Reasoning and Problem Solving (PS)		
1.	Asks meaningful questions.	F2a
2.	Chooses and uses effective means of solving problems.	F2a
2a	Observes carefully.	F2a
2b	Defines the problem.	F2a
2c	Designs experiments that can answer useful questions.	F2a
2d	Gathers, selects and analyzes information.	F2a
2e	Considers and tests more than one solution.	F2a
2f	Justifies strategies and solutions.	F2a
2g	Applies strategies and solutions to new situations.	F2a
3.	Approaches problem solving with an open mind, healthy skepticism and persistence.	F2a
3a	Uses knowledge, curiosity and imagination to conceive ideas and create products.	F2a
3b	Sustains concentration and commitment to problem solving over necessary lengths of time.	F2a
4.	Can apply mathematical strategies to solve problems.	F3a
4a	Uses mathematical models, facts, properties and relationships to explain his/her thinking.	F3a
5.	Can think abstractly and creatively; uses the arts to develop thinking skills.	F
5a	Develops and demonstrates aesthetic judgment.	F
5b	Generates and visualizes new ideas.	F
Personal Development (PD)		
1	Develops a sense of unique worth and personal competence.	G2
1a	Knows his/her own story and heritage, and uses that information as a bridge to further learning.	F4a
1b	Bases learning plans on a knowledge of learning styles and human development.	G
1c	Assumes responsibility for lifelong learning.	D2d
2.	Makes health choices.	C1
2a	Recognizes the relationships among the physical, social, emotional and intellectual aspects of the self.	G

VERMONT

		NCEO CODE
2b	Regularly participates in physical activity.	C1e
2c	Manages stress and budgets time and resources.	G1
2d	Copes successfully with peer pressure and media messages when those promote dangerous or unhealthy behavior.	G1a
2e	Practices personal health skills and maintains a health way of life.	C1
3.	Makes informed, ethical decisions based on personal beliefs and values.	G
3a	Accepts responsibility for personal decisions and actions.	G1b
3b	Responds to challenges with courage, integrity and honesty.	G1
3c	Sets priorities and accepts responsibilities in the home, family and community.	D
4.	Develops productive and satisfying relationships with others.	G4
4a	Works collaboratively toward group decisions.	G4b
4b	Interacts openly and respectfully with others, including those with whom he/she has differences.	G4b
5.	Demonstrates dependability, productivity and initiative.	G
5a	Works well independently.	D
5b	Can make and prepare for career choices.	D2a
5c	Sets goals for future work based on interest and skills in relation to the changing demands of the workplace.	D2a
Social Responsibility (SR)		
1.	Learns by serving others, and knows the rewards of giving one's energies for a larger good.	E
1a	Works cooperatively with others to resolve conflicts and to set and achieve goals.	G4b
1b	Engages in meaningful service to the community.	E3
1c	Practices the duties and responsibilities of citizenship.	E
2.	Respects and values human diversity as part of our multicultural society and world.	G3
2a	Acts out of an openness to the changing roles and equal rights of men, women and ethnic and racial groups in our society.	G3
2b	Knows of and respects the contributions made to society and history by various religious, ethnic and racial groups.	G3
2c	Understands the nature, roots and effects of prejudice, and how prejudice affects everyone by contributing to injustice and oppression.	G
3.	Understands how change occurs, how to create it and how to deal with it successfully.	G
3a	Grasps basic principles of individual and group behavior.	G
3b	Adapts quickly to new situations, and reacts to new information.	G
3c	Exhibits self-confidence and willingness to risk mistakes in order to learn.	G

VERMONT

		NCEO CODE
4.	Acts out of respect for all forms of life, and takes steps to protect and repair the environment.	D
4a	Makes responsible decisions that take into account the local and global interdependence of systems - including cultural, biological, economic and political systems.	D
4b	Buys and consumes responsibly.	D
4c	Appreciates the inherent value of natural resources, apart from their usefulness to human beings.	F4a

VIRGINIA

Thomas, S.F. (September 1991). Presentation to the House Appropriations Committee: Virginia Educational Performance Recognition Program. Richmond, VI: Virginia Board of Education.

Virginia proposed a list of six competencies to be mastered by all students, and thirteen indicators assessing special education students' living skills and opportunities. All of the six competencies (coded as GE in the Level 3 chart of this document) and nine of the special indicators (coded as SE on the Level 3 chart) were mapped to NCEO's model educational outcomes and indicators for students completing school. The indicators not matched to the model (SE 4, 5, 11, & 12) refer to either the middle school level or the post school level of education, not the level of school completion.

		NCEO CODE
Proposed List of Competencies to be mastered by all students (GE)		
1.	Proficiency in communication skills including language (reading, writing, speaking, listening) and the fine arts.	F1a
2.	Proficiency in problem solving and decision making, both individually and collaboratively.	F2a
3.	Proficiency in computer and technology skills and applications.	F5a
4.	Proficiency in mathematics and sciences and their applications to daily life and the work place.	F3a, F3b
5.	Proficiency in applying knowledge of diverse governmental, political, social, environmental, and economic systems and their interrelationships.	F4a
6.	Proficiency in maintaining physical, emotional, social an psychological well-being.	C1, G
Division Level Pilot Indicators, Special Education (SE)		
1.	Attendance	A1a
2.	Dropout Rate	A3d
3.	Receiving Regular or Advance Studies Diploma.	A3a
6.	Work Experience	A2e
7.	Vocational Education Completers (rate A)	A3
8.	Vocational Education Completers (rate B)	A3
9.	Co-Curricular Involvement	A2
9a.	Above median on Standardized Tests	F
10.	Taking Standardized Tests.	A2d